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ABSTRACT

Part 1 of this two-part project assessed the capacity of the state colleges and universities to prepare vocational educators and counselors skilled in vocational guidance. It provided a quantitative analysis of present and needed capacity, a parallel analysis of local district plans for vocational education, and an analysis of occupational trends from national and state sources. Conclusions indicated that colleges and universities train enough counselors, but program standards are not uniform. Teachers need training in guidance skills, and teachers and counselors need to know more about the other's responsibilities. Part 2 surveyed and compared student needs for counseling and vocational guidance services as perceived by students, vocational education instructors, and counselors, and ascertained counselors' needs for professional training. Students indicated a need for help with job placement, courses and grades, and college selection. Professionals felt student needs were in the areas of personal management and interpersonal relationships. Counselors and teachers indicated a need to learn more about special needs students, community resources, job information, and career decision-making skills. Student needs for vocational guidance were frequently found to be inadequately met. (Author/YLB)

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MEETING GUIDANCE NEEDS OF VOCATIONAL EDUCATION STUDENTS

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DIVISION OF VOCATIONAL TECHNICAL EDUCATION
MARYLAND STATE DEPARTMENT OF EDUCATION

Meeting the Guidance Needs of Vocational Education Students

Part I

ASSESSING THE CAPACITY OF THE STATE COLLEGE AND UNIVERSITY SYSTEM TO PREPARE FUTURE EDUCATORS AND COUNSELORS SKILLED IN VOCATIONAL GUIDANCE

Part II

A STATEWIDE ASSESSMENT OF THE GUIDANCE AND COUNSELING SUPPORT NEEDS OF VOCATIONAL EDUCATION STUDENTS

Prepared for the Maryland State Department of Education
by the Education Division of the
Evening College and Summer Session
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Part I

ASSESSING THE CAPACITY OF THE STATE COLLEGE AND UNIVERSITY SYSTEM TO PREPARE FUTURE VOCATIONAL EDUCATORS AND COUNSELORS SKILLED IN VOCATIONAL GUIDANCE

ABSTRACT

The objectives of this study were: (1) To provide a quantitative analysis of present and needed capacity of vocational teacher and counselor education programs to meet state vocational instructional and vocational guidance needs. (2) To provide a parallel analysis of local district plans for vocational education. (3) To provide an analysis of occupational trends from national and state sources.

The procedures for this study were: (1) Develop all instrumentation and methods capable of yielding required data. (2) Conduct structured interview sequence for department heads of vocational teacher and counselor education programs in Maryland. (3) Survey faculty and graduates of such programs. (4) Determine LEA's five year need projections. (5) Develop from state and national sources an analysis of national trends. (6) Analyze data. (7) Submit interim and final report. (8) Hold dissemination meetings.

Some conclusions to this study are: The Maryland State Colleges and Universities train enough counselors for the State of Maryland, but uniformity of program standards are also non-existant. Requirements in the area of vocational guidance are minimal. There is a lack of specified competencies for the field.

A shortage of vocational education teachers trained within the state exists in several areas including Industrial Arts, Business, Agriculture and Home Economics. Many teachers need training in guidance skills. Vocational education teachers and counselors need to know more about each other's areas of responsibility. The term vocational guidance must be clearly defined.

INTRODUCTION

In the Spring of 1978, the Evening College of The Johns Hopkins University was awarded a contract from the Maryland State Department of Education, Division of Vocational Technical Education, to assess the capacity of the Maryland state college and university system to prepare future vocational educators and counselors skilled in vocational guidance. The objectives of the contract were:

1. To provide a quantitative analysis of present and needed capacity of vocational teacher and counselor education programs to meet the state vocational instructional and counseling needs in the area of vocational guidance.
2. To provide a parallel analysis of local district plans for vocational education.
3. To provide an analysis of occupational trends from national and state sources.

To obtain the data, procedures were designed as follows:

1. Develop all instruments capable of yielding required data.
2. Conduct structured interview sequences for department heads of vocational teacher and counselor education programs in Maryland.
3. Survey faculty and graduates of the programs.
4. Determine five year need projections.
5. Develop from state and national sources an analysis

of national trends.

6. Analyze data.
7. Submit interim and final report.
8. Hold dissemination meetings.

All of the above was accomplished during the months of February to July, 1979. Because the expected contribution of the project was to assure the provision of accurate and accountable vocational teacher and counselor educational programs tailored to train people skilled in vocational guidance, the research team decided to concurrently conduct a needs-assessment survey. In order to ascertain vocational students' needs for guidance services, and to assess teacher and counselor needs for knowledge about vocational students, particularly minorities, handicapped and disadvantaged, a proposed grant by the Evening College of Johns Hopkins University was funded by the Maryland State Department of Education. Under the terms of the grant, instruments were devised to yield required data. "A Statewide Assessment of the Guidance and Counseling Support Needs of Vocational Education Students", was conducted in six representative local education agencies throughout the Spring of 1979. Baltimore City, Caroline County, Carroll County, Charles County and Somerset County, were the local education agencies (LEA's) that participated.

The contract entitled "Assessing the Capacity of the State College and University System to Prepare Future Vocational Educators and Counselors Skilled in Vocational Guidance" assumed clarity of terms which, in fact, the research team found ambiguous. We therefore defined State College and University System to mean the public colleges and universities in Maryland, and further limited the definition to include only those institutions offering the baccalaureate degree and beyond. Furthermore, we did not assume that there existed a universally understood and a common definition of such terms as "vocational guidance" and "vocational education". We therefore asked our interviewees to define these terms.

An important method by which we obtained much of the data for our study was the standardized interview. Open-ended questions were asked of department chairpersons and other faculty at each of the public colleges, and of guidance and vocational education supervisors and/or directors in each of the twenty-four local education agencies in the state of Maryland. Interview time was determined to be approximately one hour, though many interviewees gave us much more time. We thank them all, and acknowledge them here.

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We also thank our advisory committee which met at the National Institute for Education in Washington, D.C. on May 1, 1979, and for the continual consultation that we received from several of its members.

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THE TASKS AND THE PROCEDURES AS OUTLINED IN THE CONTRACT

Task Number One

The first task was to identify public colleges in Maryland in which vocational counselors and/or vocational education teachers are trained, and to visit those colleges to ascertain:

1. Type, length, sequence and basic goals of program.
2. Objectives within courses in the program.
3. Competencies to be acquired by students.
4. Number of existing students, number of graduates in each of the past five years and projected enrollments for the next five years.
5. Expected program changes.

From the Department Chairperson of Counselor Education it was to be ascertained whether the program offered a specialty in vocational guidance and/or special courses or modules that relate counseling and guidance to the special needs of vocational students. Furthermore, resulting from the on-site interviews a list of graduates within the past five years was to be obtained from department heads or other administrators as appropriate. These graduates were to be mailed a questionnaire and asked:

1. Attitudes toward the graduate program they completed.
2. Beliefs about how well the program trained them for their current occupation.
3. Opinions as to how well the program met its stated goals and objectives.

4. Suggestions as to how the program could be modified to better meet current needs.

The final part of the task was to discover how the faculty perceived the program in terms of meeting current needs of both students and job market.

To meet this task, catalogues were obtained from the public colleges and universities in Maryland. Appointments were scheduled with appropriate department heads as applicable at each college and university. A questionnaire entitled Maryland College and University Vocational Education and Vocational Guidance Study (see appendix I-A) was designed and mailed along with a project abstract to all college faculty interviewees two weeks prior to the scheduled interview.

A questionnaire entitled Counselor Questionnaire (see Appendix I-B) was devised for the graduates (past five years) of counselor training institutions who are presently counseling. A questionnaire entitled Vocational Teacher Questionnaire (see Appendix I-C) was devised for graduates (past five years) who are currently vocational education teachers, and a questionnaire entitled Student Questionnaire (see Appendix I-D) was devised for recent graduates of counselor education programs and graduates of vocational teacher education programs who are not currently employed in the career for which they trained.

Task Number Two

The second task was to determine from each Local Education Agency, five year projections of instructor/instructional needs. To accomplish this task, a study was made of List A obtained from the Maryland State Department of Education. On-site interviews were scheduled with vocational education supervisors and guidance education supervisors in each of the twenty-four Local Education Agencies. To conduct interviews in a standard manner, a format was devised that included a questionnaire for guidance supervisors (see Appendix I-E) and a questionnaire for vocational education supervisors (see Appendix I-F). These questionnaires were coordinates of the College Questionnaire used to accomplish Task Number One.

To survey the educational needs of counselors and teachers as perceived by counselors and teachers rather than by supervisors, the Love-Richmond Counselor Inventory (see Appendix II-B) and the Love-Richmond Vocational Teacher Inventory (see Appendix II-C) were administered to a representative sample of counselors and teachers of vocational education students.

Task Number Three

The third task was to activate an advisory committee of four consultants of national reputation in the fields of vocational education and guidance and obtain from the consultants their reflections on future occupational trends and on what programs of guidance and vocational instruction must do to meet future needs.

To meet this task a committee was formed. Several individual meetings and one group meeting were scheduled.

Task Number Four

The fourth task was to complete the compilation and analysis of data obtained from the surveys and interviews. The content of the interviews with vocational guidance and counseling chairpersons was analyzed. The Counselor Questionnaire, Teacher Questionnaire and Student Questionnaire were scored and analyzed. The Love-Richmond Counselor Assessment Inventory and the Love-Richmond Vocational Teacher Assessment Inventory were scored. Answers from all instruments were compared.

Task Number Five

The fifth task was to study Local Education Agency projections of need for instructional staff and generate a list of perceived needs.

Task Number Six

The sixth task was to compare the perceived needs with trend data and complete a final report.

METHODS AND FINDINGS

Objective Number One - The Methods

In order to identify the colleges and universities in which vocational counselors and vocational education teachers are trained, it was necessary to query all public institutions in Maryland granting at least the baccalaureate degree as to whether or not they had such programs. The institutions querried were Bowie State College, Coppin State College, Frostburg State College, Morgan State University, Salisbury State College, Towson State University, University of Maryland Baltimore County, University of Maryland College Park, and University of Maryland Eastern Shore campuses. Both the Admissions and graduate admissions offices were contacted. A representative from the University of Baltimore reported that they trained in neither area and were dropped from the list. The University of Maryland Baltimore County responded likewise, but were included in the survey solely because they reported to train a substantial number of secondary teachers, many of whom teach in vocational schools in the areas of art, music and health.

An attempt was made to obtain catalogues from the nine public colleges included in this study. In three of the nine cases it proved difficult to obtain a catalogue, and in one instance it remained impossible. However, the names of department heads were obtained either from catalogues or phone calls, and appointments were requested and completed.

A structured interview questionnaire (see Appendix I-A) was mailed to interviewees prior to appointments. It asked the number of students, number of graduates, program goals and objectives, competencies to be obtained and projected enrollments. Counselor educators were also asked if a specialty was offered in vocational or career guidance. If no specialty was offered, the questionnaire asked whether courses or modules exist in that area. Chairpersons were asked if they think vocational education students have special needs and, if so, how these needs are communicated to students. They were asked whether their graduates are aware of national and local labor market trends and whether they are taught to discern these trends in courses. Lastly, they were querried about the degree to which their graduates are aware of the goals and purposes of vocational education.

Vocational teacher educators were asked the same quantitative questions as counselor educators but they were also asked whether their students were required to take courses in the guidance area, whether they were permitted to do so, whether they thought vocational education students had special needs for guidance and counseling that differed from other students, how their graduates tend to view the role and function of the counselor within the school, whether they think counselors are/should be aware of the aims, goals and purposes of vocational education and whether they think counselors are aware enough of national and local job market trends.

Objective Number One - The Findings

Counseling Programs

Of the nine colleges under study it was found that programs of counseling and guidance exist at the University of Maryland College Park (which offers the M.Ed. and M.A. Degrees and A.G.S. Certificate in both elementary and secondary counseling), the University of Maryland Eastern Shore (which offers the M.Ed. Degree in Guidance and Counseling in Elementary and Secondary Education), Bowie State College (which offers the M.Ed. and M.A. Degrees), Frostburg State College (which offers the M.Ed. and M.S. Degrees) and Towson State University (which offers an M.S. in Elementary, Secondary and Career Counseling in its school track).

Salisbury State College does not have an approved program but counselors can get certified by taking courses within an M.Ed. program, and many Eastern Shore teachers do just this. Coppin has no school counseling program, but because it offers an M.Ed. in Rehabilitation counseling, it offers enough courses that students can become certified by course count. Neither Morgan nor University of Maryland Baltimore County have counseling programs, though Morgan carries courses in Vocational Guidance I and II in their current catalogue. (These courses have not been offered since 1957, according to one interviewee).

Table I is a summary of the above cited information. However it is noted that the number of graduates and projected enrollments are best-guess estimates by department chairpersons.

TABLE 1

MARYLAND STATE COLLEGES AND UNIVERSITIES SURVEY COUNSELING AND GUIDANCE PROGRAMS

Name	Location	Counseling Program	1978-1979 Number of Graduates	Number of Graduates from 1975-1979	Projected enrollment 1980-85
University of Maryland	College Park	Elementary and Secondary: M.Ed. M.A.	37	60 - 75	400
		A.G.S.	6	10 - 15	8
University of Maryland	Eastern Shore	M.Ed. in Guidance and Counseling in Elementary and Secondary Education	22 in first semester (3 full time) 7 full time in second semester	First graduates scheduled 1980	100 (8-10 graduates per year)
Bowie	Prince George's County	M.Ed. M.A. (Eclectic or Adler-Dreikers Institute Program)	259 187	343	Under study
Coppin	Baltimore City	M.Ed. in Rehabilitation Counseling Although no program exists in school counseling, it is possible to obtain certification by course count			
Frostburg	Western Maryland	M.Ed. and M.S.	85	40 - 50	50 - 60
Salisbury	Eastern Shore	No program but sufficient courses exist that certification may be obtained through course count	50 - 70 per semester	50 - 75	steady
Towson	Baltimore County	M.S. in Counseling - Elementary, Secondary, Career	200 (80% part-time in evenings)	50 in school counseling	steady

All colleges with counseling programs report having courses in vocational and career guidance but only Towson State University offers a Masters program in Career Counseling and only the University of Maryland College Park offers a specialty in Vocational Guidance. This special program, headed by Dr. Arnold Spokane, is at the Advanced Graduate Specialist level though courses are open to candidates for Master's Degrees.

Representatives of three of the six institutions offering counselor education say that vocational students have special needs. Mentioned are needs related to jobs, self-concept (thought to be more negative) and study skills. Most think that their graduates are aware of national labor market trends, and all say their graduates are aware of local labor market trends. There is more ambiguity with regard to graduates' knowledge of the aims and goals of vocational education, with answers ranging from very aware, to somewhat aware, to unknown, to not aware. These responses are summarized in Table 2.

TABLE 2

MARYLAND STATE COLLEGES AND UNIVERSITIES SURVEY ON COUNSELING AND GUIDANCE

College	Do You Have Specialty in Vocational and Career Guidance?	Do You Offer Courses in Vocational and Career Guidance?	Do Vocational Education Students Have Special Needs?	Are Your Graduates Aware of National Labor Market Trends?	Are Your Graduates Aware of Local Labor Market Trends?	Are Your Graduates Aware of Aims and Goals of Vocational Education?
University of Maryland	Yes, at the A.G.S. level	Yes, many	No, but counselors should have "special appreciation" of these students	Yes	Yes	Some are
University of Maryland Eastern Shore	No	Yes, Dr. Spokane flies in weekly from University of Maryland	Yes, job related	Yes	Yes	No
Frostburg	No	Yes, occupation information required. Electives in career guidance	They are the same as all, but vocational education students have less positive self concept. Need more value clarification	Taught. Feel that paraprofessionals should handle this. More familiar with higher education	Yes	Very aware
Bowie	No	Yes-1. Career education 2. Vocational guidance 3. Life-style and career choice	Basic needs are the same	Yes	Yes	Unknown
Coppin	No	Occupational information Seminar: Rehabilitation				
Salisbury	No	Yes-1. Occupational Information 2. Materials in Methodology in Career Education 3. Work and Leisure	Yes, study skills and how to project selves into life. Vocational education still has stigma because it is sold as last refuge for non-academic	Yes	Yes	The goals are presented
Towson	Yes-M.A. in Career Counseling	Yes-1. Introduction to Career Development 2. Information Service in Guidance and Counseling 3. Media in Career Education	Yes-too many students channeled in vocational education who don't belong because counselors tend to stereotype	Counselors have fairly broad background in this, but often don't perceive as part of job description	Yes, and it is important	Are not clear to most counselors, but some do

Vocational Teacher Education Programs

Of the nine colleges under study, only one, the University of Maryland, has the complete range of Vocational Education teacher education programs. All Trades and Industry people gain certification and/or degrees through the University of Maryland at the College Park program or its satellites. The program is housed in the Department of Industrial Education. Industrial Arts Education and Industrial Technology are also in that department. Business Education, Distributive Education, Home Economics Education and Health Education are all housed in the Department of Secondary Education. Agriculture Education, including horticulture, is in the College of Agriculture instead of the College of Education. Table 3 illustrates the degrees awarded in secondary education at the University of Maryland College Park.

The college that houses the second largest number of vocational teacher education programs is the University of Maryland Eastern Shore with programs in Home Economics Education, Agriculture Education, Business Education and Industrial Arts Education. All programs at the University of Maryland Eastern Shore are being revitalized and are growing.

TABLE 3

DEGREES AWARDED

SECONDARY EDUCATION

UNIVERSITY OF MARYLAND

COLLEGE PARK

	1974	1975	1976	1977	1978
Home Economics Ed					
Bachelors	38	31	18	21	23
Masters	6	5	9	3	5
Doctorate	2	1	0	1	1
Business Ed & Secretarial Ed					
Bachelors	23	20	20	16	11
Masters	12	8	12	6	8
Doctorate	0	0	2	3	1
Distributive Ed					
Bachelors	5	8	25	5	5
Masters	1	1	2	2	4
Doctorate	1	1	1	1	1
Health Ed					
Bachelors	4	14	20	16	21

Morgan State University offers undergraduate and graduate programs in Business Education and Home Economics Education. It also offers an undergraduate program in Health Education. The home economics program has a new chairperson and that program is currently growing..

Coppin State College has a program in Industrial Education but these researchers have been unable to schedule an appointment with its director and so we have no data from Coppin other than program title.

None of the other colleges in the state specifically train Vocational Education teachers though all have secondary education teacher programs and many graduates from these colleges teach academic subjects or art, music, health and physical education to vocational students.

A unique phenomenon exists at Bowie State College and Towson State University. Though no major exists in Business Education, it is believed that students at both colleges who major in business, take education courses and can, and perhaps do, certify as business education teachers by this method. There is no count of the exact number of these students. Table 4 presents in chart format such quantitative information as was available about vocational teacher training programs.

TABLE 4

MARYLAND STATE COLLEGES AND UNIVERSITIES SURVEY
VOCATIONAL EDUCATION PROGRAMS*

Name	Location	Program	Total Number of Students	Number of Graduates Per Year-Past 5 years	Projected Enrollment Per Year
University of Maryland	College Park	Business Education B.S., M.A., M.Ed.	B.S.=50-75 M.A.; M.Ed.=50-75	20-30 per year (including undergraduates)	20-30
		Distributive Education**			
		Home Economics Education B.S., M.A., Ph.D.	B.S.=100; M.A.=50; Ph.D.=20	20-30 per year	Masters increasing
		Agricultural Education (includes horticulture)	B.S.=50	8-20 per year (usually 12 or 13)	12 or more
		B.S., M.S., Ph.D., A.G.S.	M.S. Ph.D.** A.G.S.**	4 per year	**
		Health Education	B.S.	14-21 per year	Steady
		Industrial Education Department:			
		Industrial Arts Education B.S.; M.A.; M.Ed.; Ph.D.; Ed.D.; Certification; A.G.S.	B.S.=105; M.A.=66	****	B.S. 108 per year M.A. 74 per year

*No central and standard sources at the universities exist for the information represented on this table.

**Exact information unavailable to this research team.

***No statistics - students take Business major and add Education courses.

****Enrollments but not number of graduates available in Analysis Programs for the Industrial Education Department, 1978.

TABLE 4 (cont'd)

MARYLAND STATE COLLEGES AND UNIVERSITIES SURVEY
VOCATIONAL EDUCATION PROGRAMS*

Name	Location	Program	Total Number of Students	Number of Graduates Per Year-Past 5 years	Projected Enrollment Per Year
University of Maryland	College Park (cont'd)	Industrial Education Department (cont'd)			
		Vocational-Industrial Education B.S.; M.A.; M.Ed.; Ph.D.; Ed.D.; Certification; A.G.S.	B.S.=28; M.A.=20	****	B.S. 30 per year M.A. 22 per year
		Technical Education Program M.A.; M.Ed.	M.A.=7	****	7 or 8 per year
		Industrial Technology Programs B.S.; M.A.; M.Ed.	B.S.=129; M.A.=17	****	B.S. 150 per year M.A. 17 per year
		Provisional Certification for Vocational Teachers-18 hour program			
		Advanced Certification for Vocational Teachers-34 hour program			

*No central and standard sources at the universities exist for the information represented on this table.
**Exact information unavailable to this research team.
***No statistics - students take Business major and add Education courses.
****Enrollments but not number of graduates available in Analysis Programs for the Industrial Education Department, 1978.

TABLE 4 (cont'd)

MARYLAND STATE COLLEGES AND UNIVERSITIES SURVEY
VOCATIONAL EDUCATION PROGRAMS*

Name	Location	Program	Total Number of Students	Number of Graduates Per Year-Past 5 years	Projected Enrollment Per Year
University of Maryland	Eastern Shore	Home Economics Education	12-15	3 per year	Growing
		Agricultural Education B.S.; M.S.	B.S.=10-15; M.S.=1 or 2	2 or 3 per year	Expect growth
		Business Education (Only 4 year program on the Eastern Shore)	B.S.=30; M.S.=3	B.S.=8 per year M.S.=2 per year	Growing
		Industrial Arts Education (Construction Manager Education)	22 46	3 or 4 per year	10 per year
University of Maryland	Baltimore County	No specific program in vocational education, however, some secondary education students teach in vocational education programs and practice teach in vocational technical centers.	**	**	**

*No central and standard sources at the universities exist for the information represented on this table.

**Exact information unavailable to this research team.

***No statistics - students take Business major and add Education courses.

****Enrollments but not number of graduates available in Analysis Programs for the Industrial Education Department, 1978.

TABLE 4 (cont'd)

MARYLAND STATE COLLEGES AND UNIVERSITIES SURVEY
VOCATIONAL EDUCATION PROGRAMS*

Name	Location	Program	Total Number of Students	Number of Graduates Per Year-Past 5 years	Projected Enrollment Per Year
Bowie	Prince George's County	Business***			Expects more - would like to have Business Education
		Health Education**			
Coppin	Baltimore City	Industrial Education** B.S.			
Morgan	Baltimore City	Business Education B.S.; M.S.	B.S.=150; M.S.=21	B.S. 75 in 5 years M.S. 39 in 5 years	25 per year
		Home Economics; B.S.	B.S.=73	15-20 per year	Will increase
		Health Education	B.S.=28	3-5 per year	**
Towson	Baltimore County	Secondary Education B.A.			
		Business***			
		Art			
		Music			
		Health Education (total) B.A.; M.A.	B.A.=240; M.A.=60	B.A. 60 per year M.A. 8 in 1979-1st time	

*No central and standard sources at the universities exist for the information represented on this table.

**Exact information unavailable to this research team.

***No statistics - students take Business major and add Education courses.

****Enrollments but not number of graduates available in Analysis Programs for the Industrial Education Department, 1978.

At the University of Maryland College Park, only people in Industrial Education are required to take courses in Vocational Guidance. Principles of Vocational Guidance is offered within the Industrial Education Department. Students may elect to take additional courses in this area if they wish. Agriculture, Business, Distributive Education and Home Economics Education students may take career and/or vocational guidance courses as electives. Electives in career and/or vocational guidance are generally not required but permitted at other state colleges and universities. Vocational teacher educators almost unanimously say that vocational education students have special needs. The needs are for exploring the World of Work and immediate employment, guidance and instruction in basic skills, counteracting low self-esteem, negative self and parental images and in developing work attitudes and values.

Most vocational educators think vocational teachers perceive counselors negatively because they don't know exactly what counselors do and because they think counselors do not really understand the World of Work. All think counselors have little knowledge of the aims and goals of vocational education. Only one thinks counselors are apprised of job market trends and all think they need to be.

In Business Education, Agriculture Education, Home Economics Education and Industrial Education, graduates find teaching jobs.

The demand for teachers in these areas is greater than the supply. It is reported that half of the Business Education majors do not go into teaching. In many areas of the State, there is a rapid turnover in Home Economics teachers (most are women, many conventional, and some take time off for child bearing and raising). Half of the Agriculture teachers in the state are from out of state and a severe shortage of Industrial Arts teachers exists in both the state and the nation. These facts are summarized in Table 5.

TABLE 5

MARYLAND STATE COLLEGES AND UNIVERSITIES SURVEY ON
VOCATIONAL EDUCATION TEACHER TRAINING

College	Program	Are Your Students Required or Permitted to Take Career and/or Vocational Guidance Courses?	Do Vocational Education Students Have Special Needs?	How Do Your Graduates View Role of Counselors?	Are Counselors Aware of Aims and Goals of Vocational Education?	Are Counselors Apprised of Job Market Trends?	Percent of Graduates* Who Obtain Jobs in Teaching	Need for Your Graduates in the Job Market
University of Maryland College Park	Agricultural Education	Not required, but permitted.	Yes, considered second class citizen in home and school.	Counselors should be able to help. Must have experience in work force but don't have.	No, don't have feel for it	Not necessary. Vocational faculty more aware.	55%*	Great need. State short 5-7 teachers per year.
	Business Education	Electives available.	Yes, need more special career counselors. Need to know alternatives: how to reinforce themselves, help in basic skills, guidance as consumers and use of leisure.	Minimal	No	Not enough.	50%*	More jobs than graduates.
	Distributive Education	Not required for graduates but electives available. Undergraduates required to take personnel management interviewing and staff development.	Students not different, but needs are different.	One who helps select students for Distributive Education program and involved in community based activities.	No, need it.	No, becoming more attuned.	Unknown	Unknown

*Many select jobs in other fields than teaching. Shortages of teachers are reported in these areas.

TABLE 5 (cont'd)

MARYLAND STATE COLLEGES AND UNIVERSITIES SURVEY ON VOCATIONAL EDUCATION TEACHER TRAINING

College	Program	Are Your Students Required or Permitted to Take Career and/or Vocational Guidance Courses?	Do Vocational Education Students Have Special Needs?	How Do Your Graduates View Role of Counselors?	Are Counselors Aware of Aims and Goals of Vocational Education?	Are Counselors Apprised of Job Market Trends?	Percent of Graduates Who Obtain Jobs in Teaching	Need for Your Graduates in the Job Market
University of Maryland College Park	Home Economics Education	Not required, electable, but few do.	Varying needs.	Negatively, because counselors underrate Home Economic profession in terms of academic profession.	No	No	Yes	Yes
	Industrial Education	Yes, require Principles of Vocational Guidance.	Yes, need work attitudes and values. Negotiating system.	Preoccupied with role Agents of administration.	No	No	Majority	Great demand.
University of Maryland Eastern Shore	Agricultural Education	Electives-yes.	Yes, counselors dump problem students in this area. Parents often object students being in vocational education. Counselors not aware of needs.	--	Not enough.	Not aware.	All in Delaware, Maryland, Virginia.	Great
	Business Education	Yes-electives.	Yes, self-esteem. Low achievers placed here.	Bogged down in paperwork.	No	Not aware of World of Work.	Excellent	Excellent

TABLE 5 (cont'd)

MARYLAND STATE COLLEGES AND UNIVERSITIES SURVEY ON VOCATIONAL EDUCATION TEACHER TRAINING

College	Program	Are Your Students Required or Permitted to Take Career and/or Vocational Guidance Courses?	Do Vocational Education Students Have Special Needs?	How Do Your Graduates View Role of Counselors?	Are Counselors Aware of Aims and Goals of Vocational Education?	Are Counselors Apprised of Job Market Trends?	Percent of Graduates Who Obtain Jobs in Teaching	Need for Your Graduates in the Job Market
University of Maryland Eastern Shore	Industrial Education	Required--History and Principles in Vocational Education and Development-Vocational Guidance (competency based)	Yes--low self-esteem; often low ability.	Negative	No, not knowledge of vocational education field.	No	High, but not in teaching.	Excellent opportunity throughout state.
University of Maryland Baltimore County		No	Unknown	Teachers perceive counselors negatively because they don't know exactly what counselors do.	Hopefully	Should be, uncertain.	--	--
Bowie	Art Education	Not required, but permitted.	Every student has special needs. For all students exploring the World of Work is important. The career goals of vocational education students are more discreet and well defined.	---	"Vocational education has been down played. Counselors do not have strong backgrounds in vocational education".	It is more important to pay attention to national rather than local data because of mobility in society.	80%	Yes

TABLE 5 (cont'd)

MARYLAND STATE COLLEGES AND UNIVERSITIES SURVEY ON VOCATIONAL EDUCATION TEACHER TRAINING

College	Program	Are Your Students Required or Permitted to Take Career and/or Vocational Guidance Courses?	Do Vocational Education Students Have Special Needs?	How Do Your Graduates View Role of Counselors?	Are Counselors Aware of Aims and Goals of Vocational Education?	Are Counselors Apprised of Job Market Trends?	Percent of Graduates Who Obtain Jobs in Teaching	Need for Your Graduates in the Job Market
Morgan	Business		Yes, often lower ability.	Negatively	No	No	Yes, some in Business and some in teaching.	
	Home Economics	Yes, also guidance information within courses.	Yes, in guidance in basic skills, in attitudes, in counteracting negative parental pressures.	Most counselors not trained in trades, Industry is foreign to counselors. Need to obtain positive orientation to skills area.	Very little. Need people with experience in vocational education.	Some, need much more.		
Towson	Secondary Education	Not required, permitted and encouraged.	All students have career guidance and vocational guidance needs, but vocational education obtains immediate employment and has related needs.	Unknown	No, unclear.	Yes, and they have to be.		

Counselor and Teacher Questionnaires Related to Respective Programs

A questionnaire was devised to administer to graduates of counselor education programs (see Appendix I-B) and to graduates of vocational teacher education programs (see Appendix I-C). Because the department heads at the colleges and universities included in this study could not supply the researchers with up-to-date graduate lists for a random survey, a respresentative sample of counselors and vocational education teachers were chosen from the six Local Education Agencies participating in the concurrently run statewide assessment study of the guidance/counseling support needs of vocational education students. Questions were administered by the researchers, at schools, to a representative sample of thirty-eight counselors and one hundred and eighty-five teachers from Allegany County, Baltimore City, Caroline County, Carroll County, Charles County and Somerset County.

The Counselor Questionnaire asked from where the counselor had graduated and in what year. It questioned whether the program provided adequate training in vocational or career guidance. It asked the graduate whether he thinks he can help students make choices related to vocational education and whether he can help vocational students make choices related to job attainment and career goals. Lastly, the questionnaire asked if the graduate program: (1) had stated goals and objectives, and (2) met stated goals and objectives. Space was provided so the respondent could write suggestions as to how his graduate program could be improved to better meet current needs.

Essentially the teacher questionnaire asked the same set of questions, but it also asked whether undergraduate and graduate degrees were held. Instead of asking whether they felt adequately trained in vocational and/or career guidance, teachers were querried as to whether their program included courses in vocational or career guidance.

As previously stated, one hundred and eighty-five teachers responded. Seventy percent of them were male, and sixty percent were from Baltimore City and the others were distributed throughout the other counties querried. They represented most of the colleges in the study with approximately fifty percent having been trained at the University of Maryland at College Park. Approximately fifty percent had graduated since 1969.

Of the thirty-eight responding counselors, forty-five percent were male, fifty-five percent from Baltimore City, sixty percent graduated since 1969 and more than half came from private and out-of-state colleges (see Table 6).

TABLE 1

Responses to Counselor and Teacher Questionnaires: Demographics

Teachers			Counselors		
Total N = 185			Total N = 38		
	N	%*		N	%*
Males	121	66.9	Males	17	45.9
Females	60	33.1	Females	20	54.1
	181	100		37	100
(Missing 4)			(Missing 1)		

LEA	N	%*	N	%*
Allegany	17	9.2	4	10.5
Baltimore City	109	58.9	21	55.3
Caroline	9	4.9	4	10.5
Carroll	15	8.1	5	13.3
Charles	5	14.1	4	10.5
Somerset	9	4.9	--	----
	185	100	38	100

Universities attended by Teachers and Counselors Answering

	N	%*	N	%*
1. University of Maryland College Park	85	48.0	3	8.1
2. University of Maryland Eastern Shore	9	5.1	-	---
3. University of Maryland Baltimore County	4	2.3	-	---
4. Coppin State	-	---	2	5.4
5. Morgan State	14	7.9	-	---
6. Towson State	5	2.8	5	10.8
7. Bowie State	1	0.6	3	8.1
8. Frostburg State	7	4.0	-	---
9. Salisbury State	-	---	-	---
10. In-State Private	17	9.6	16	43.2
11. Out-of-State	35	19.8	8	21.6
(8 missing)	177	100	37	100
			(1 missing)	

In what year did you graduate?

	(Undergraduate)			(Graduate)	
	N	%		N	%
Did Not Graduate	14	9.3		2	5.4
Graduated before 1969	66	44.0		13	35.1
Graduated 1969-1973	40	26.7		14	37.8
Graduated 1974-1979	30	20.0		8	21.6
(missing 35)	150	100	(missing 1)	37	100

*According to Adjusted Frequencies

Of the thirty-eight counselor respondents, twenty-four percent reported that their programs did not train them adequately in vocational or career guidance, but all presently felt that they could adequately help students make choices related to vocational education, and that they could help students make choices related to job attainment and career goals. Eight-four percent reported with certainty that their counselor education program had stated goals and objectives and seventy-eight percent reported assuredly that their programs met these goals (see Table 7).

Sixty-five percent of the one hundred and eighty-five teachers took a vocational or career education course in their teacher education program. Only three percent felt that they could not assist students in making choices related to vocational education and only one percent felt they could not assist with job choice and career goals.

Eighty-four percent of those querried stated with certainty that their teacher education programs had stated goals and objectives and eighty percent reported assuredly that their program goals were met (see Table 7).

TABLE [illegible]

Responses to Counselor and Teacher Questionnaires: Substantive

Counselors

Total N = 38

	N	%
Males	17	45.9
Females	20	54.1
	37	100
(1 missing)		

Teachers

Total N = 185

	N	%
Males	121	66.9
Females	60	31.1
	181	100
(4 missing)		

Did your Counselor Education Program train you adequately in vocational or career guidance?

	N	%
Yes	20	54.1
No	9	24.3
Maybe	8	21.6
	37	100

Did your Teacher Education Program include courses in vocational or career guidance?

	N	%
Yes	117	65.4
No	62	34.6
(6 missing)	179	100

Do you think that you can adequately help students make choices related to vocational education?

	Counselors		Teachers	
	N	%	N	%
Yes	35	92.1	153	82.5
No	--	----	5	2.7
Maybe	3	7.9	27	14.6
	38	100	185	100

Do you think that you can adequately help vocational education students make choices related to job attainment and career goals?

	N	%		N	%
Yes	34	89.5		151	82.1
No	--	----		2	1.1
Maybe	4	10.5		31	16.8
	38	100	(1 missing)	184	100

To your knowledge, did your college (teachers)/graduate (counselors) program have stated goals and objectives?

	N	%		N	%
Yes	32	84.2		151	83.9
No	1	2.6		12	6.7
Maybe	5	13.2		17	9.4
	38	100	(5 missing)	180	100

Did your program meet its goals and objectives?

	N	%		N	%
Yes	29	78.4		143	79.4
No	2	5.4		7	3.9
Maybe	6	16.2		30	16.7
	37	100	(5 missing)	180	100

Of the one hundred and eighty-five responding teachers, forty-three held graduate degrees. Table 8 lists the institutions at which these degrees were obtained and the area in which varying numbers of vocational education teachers studied.

TABLE 8

Teachers Holding Graduate Degrees: University Attended and Area of Study

Total N of Teachers	185	100%
Total N of Teachers With Graduate Degrees	43	23%

	N	%
University of Maryland College Park	15	34.8
1 Reading or Elementary Education		
8 Vocational-Technical		
4 Subjects - other		
2 Other		
University of Maryland Eastern Shore Reading or Elementary	1	2.3
University of Maryland College Park	7	16.2
1 Counseling		
3 Subjects - other		
3 Other		
Morgan	2	4.6
1 Counseling		
1 Other		
Bowie - Counseling	1	2.3
Frostburg	2	4.6
1 Administration		
1 Reading or Elementary		
Private - in-state	3	6.9
1 Counseling		
1 Vocational-Technical subjects		
1 Other		
Other - out-of-state	12	2.8
2 Administration		
2 Vocational-Technical subjects		
6 Other subjects		
2 Other		

Thirty-six of the thirty-eight responding counselors answered whether their programs met its stated goals and objectives. Table 9 indicates the distribution of responses.

TABLE 9

Counselor Education Program Goals and Objectives: Met and Not Met

Did your program meet its stated goals and objectives?

University	Total N in University	N-Yes	%	N-No	%	N-Maybe	%
University of Maryland College Park	3	3	100	---	---	---	---
Towson	3	2	66.7	---	---	1	33.3
Salisbury	1	---	---	1	100	---	---
Coppin	2	2	100	---	---	---	---
Bowie	3	3	100	---	---	---	---
Private in State	16	11	68.8	1	6.3	4	25.0
Out-of-State	8	7	87.5	---	---		
	36	28	77.8	2	5.6	6	16.7

(2 missing cases)

It was possible to gather the names of approximately two hundred persons who graduated from counselor education programs. These were mailed the counselor questionnaire. Of the two hundred, forty-five responded by mail. Of these, eleven were teachers, nineteen were school counselors, and fifteen were in related occupations. Approximately sixty-five percent of the respondents were females. Although the pattern of responses is like the others, these respondents were slightly more critical. Seventy-nine percent were certain their program had stated goals and objectives, but only fifty-six percent were certain these were met. Only four percent, however, said that they could not help students make choices related to vocational education (though a higher percentage, twenty percent, were unsure). Likewise, only four percent felt they definitely could not help vocational education students make choices related to job and career goals, but here an additional twenty-two percent were indefinite in their response.

TABLE 10

Graduates Querried by Mail

Respondents

Total N = 45

	N	%*
Males	16	37
Females	27	63
	43	100

(2 missing)

Year of Graduation

	N	%*
Did not graduate	1	2
Graduated before 1969	7	16
Graduated 1969-1973	8	18
Graduated 1974-1979	28	64
	44	100

(1 missing)

Age

	Mean
Male	41.5
Female	41.5

Do you think that you can adequately help students make choices related to vocational education?

	N	%*
Yes	34	76
No	2	4
Maybe	9	20
	45	100

Do you think that you can adequately help vocational education students make choices related to job and career goals?

	N	%*
Yes	33	73
No	2	4
Maybe	10	22
	45	100

To your knowledge did your graduate program have stated goals and objectives?

	N	%*
Yes	33	79
No	5	12
Maybe	4	10
	42	100

(3 missing)

I think my program met its stated goals and objectives.

	N	%*
Yes	23	56
No	5	13
Maybe	12	30
	40	100

(5 missing)

Employment Status

	N	%*
Teachers	11	24
School Counselors	19	42
Non-School Counselors	5	11
Others-including (police officer, probation officer, researcher, work experience coordinator, business school director)	10	22
	45	100

*According to adjusted percent

Objective Number One - The Summary

The University of Maryland at College Park houses the largest counselor education program among the public colleges in Maryland. Other public graduate programs are housed at U.M.E.S., Bowie, Frostburg and Towson. Salisbury and Coppin offer many courses in the counseling area. Only the University of Maryland (College Park) has a graduate program in Vocational Guidance. Towson has a graduate program in Career Counseling. All counselor educators report with certainty that their graduates are aware of national and local labor market trends. They are less certain that their graduates are aware of the aims and goals of vocational education, though many articulate that vocational education students have special needs.

The only complete vocational teacher education program in the State of Maryland exists at the University of Maryland College Park, though other colleges train in some vocational education areas other than trades and industry. Educators report teacher shortages, specifically in Industrial Arts, Business, Agriculture, and Home Economics in some areas of the state.

Vocational educators generally think that counselors know little about vocational education; they articulate specific special needs of vocational education students. Few feel that counselors have sufficient knowledge of the labor market, nationally and locally, to meet the needs of these students.

On the other hand, graduates of counselor education programs who are working in schools report that they can assist vocational education students in making choices related to vocational education, jobs and careers. Teachers also think that they can do this. The majority of graduate vocational education teachers have taken at least one guidance course. Both vocational education teachers and counselors report being basically certain that their programs had goals and objectives which were met.

Objective Number Two - The Methods

The second task, to determine from each of the twenty-four LEA's, five-year projections of instructor/instructional needs, was accomplished in the following manner: List A was obtained from the Division of Vocational Education of the Maryland State Department of Education (MSDE), and a thorough study was conducted of current offerings. On-site interviews were scheduled during the months of February through May 1979, with guidance supervisors and vocational education supervisors in each of the twenty-four school districts. (The supervisors of an LEA were interviewed together when possible. At least two researchers were present for every interview.) A standard format was devised for the interview sequence. (See Appendices I-E and I-F.) Supervisors were asked whether they expected growth in their counties, whether they intended to add new vocational education programs. They were asked their projections for hiring counselors and vocational teachers.

Objective Number Two - The Findings

Growth and Projections

Nine LEA's reported decline in growth, seven reported stability, and eight reported growth. Fifteen LEA's intend to add new vocational programs, nine said they would not add new programs, although two of these are revamping present programs. Seven reported that they would be hiring new counselors (some replacements), and thirteen counties intend to add new teachers. Approximately fifty new vocational programs (or programs in new sites) will be added, and approximately fifty teachers (new or replacement) will be hired. Several LEA's plan to reassign existing staff. Twenty-three new or replacement counselors will be hired, almost half of these in elementary schools. Five additional counties hope to add elementary counselors, if funds can be acquired. (See Table 11)

TABLE 11

L E A Projections

COUNTY	GROWTH	ADDING NEW VOCATIONAL EDUCATION PROGRAMS	PROJECTIONS FOR HIRING COUNSELORS	PROJECTIONS FOR HIRING VOCATIONAL EDUCATION TEACHERS
Allegany	Decline.	Redirect present programs. Add small engines, may discontinue a program.	Will not add - only replace, but would like elementary counselors, but no money	Replacements and vacancies each year in Home Economics.
Anne Arundel	Slight decline.	Opening a third center, expansion of marine offerings, expansion of heating technology, addition of health lab technology, graphics for printing marine cabinet making and mini (crash) programs for academic kids.	Not unless economy changes Add Resource Counselor	Yes, for new programs at a third center, amount unknown.
Baltimore City		Plan to open a skill center.	No (unless there is some money to come from as yet unknown sources).	Yes.
Baltimore County	Growth only in Northern or North-Western section of county.	Plan to open new central facility (vo-tech school), featuring structural mechanical and technical occupations including construction equipment and repair, welding, machine trades, electronics, paper hangers, commercial foods, child care, textiles, office practice, data processing, computer operations and programming.	Yes (attempting to lower the ratio of students to counselors to 1/350).	Yes.

TABLE 11 (cont'd)

COUNTY	GROWTH	ADDING NEW VOCATIONAL EDUCATION PROGRAMS	PROJECTIONS FOR HIRING COUNSELORS	PROJECTIONS FOR HIRING VOCATIONAL EDUCATION TEACHERS
Calvert	Yes - fastest growing county in state.	Enlarge auto mechanics next year and add two others in coming years.	Yes - add a minimum of 3-5 counselors.	Yes.
Carroll	5% annually. 2 new schools.	Yes - unlisted.	Curtailment.	Curtailment.
Caroline	Decline in growth in county and in school - voc. ed. is stable.	No.	No.	No.
Cecil	Not significant. Stable or down in school. Some growth in housing. 1982 increase expected.	Distributive Education.	No.	No.
Charles	Increasing. Fastest growing in Maryland. 1 elementary school per year. 1980 will stabilize.		1 replacement. 2 additional. Will increase elementary.	Maybe 1 more. Recently added 4; need 2 Business; 1 Co-op; 3 Industrial Arts.
Dorchester	Decline in enrollment. Will level off in 1982. Some growth in north of county.	Graphic Arts revision of Air Cond./Refrig. by adding Plumbing.	No.	1 in Graphic Arts.

TABLE 11 (cont'd)

COUNTY	GROWTH	ADDING NEW VOCATIONAL EDUCATION PROGRAMS	PROJECTIONS FOR HIRING COUNSELORS	PROJECTIONS FOR HIRING VOCATIONAL EDUCATION TEACHERS
Frederick	Yes.	Building (Elec., Carp.), Distributive Education, Retailing. Electronics.	Yes - extend into elementary (10).	5 new. 2 or 3 replacements.
Garrett	Minimal.	Trowel trade Bricklaying Health careers - maybe.	2 - if federal funds provide.	No.
Harford	None.	None, but there will be more Business Education, because they are opening a new school.	Maybe elementary.	No - new Business Education to be staffed by transfers.
Howard	5% per year increase enrollment.	Barbering, Paint and Decorating, Bank Teller/ Cashier, Bookkeeping, Accounting Machines, Care and Guidance of Child, General Merchandising, Distributive Education cluster, Word Processing, Motel Housekeeping operation.	Elementary, if possible.	10
Kent	Declining.	None - may drop Air Conditioning and replace with another.	Maintain.	Some replacements.
Montgomery	Declining 6% annually.	Additional Plumbing, Auto Body, Accounting, Distributive Education. Initiate retail trades. Increase clerical. Proposed Vo-Tech Center.	No.	No.

TABLE 11 (cont'd)

COUNTY	GROWTH	ADDING NEW VOCATIONAL EDUCATION PROGRAMS	PROJECTIONS FOR HIRING COUNSELORS	PROJECTIONS FOR HIRING VOCATIONAL EDUCATION TEACHERS
Prince George's	Declining.	Under review and updating.	Hopefully elementary.	No.
Queen Anne's		Hotel/Motel - Business Education and Home Economics, Marine Mechanics - T & I, Horticulture, Auto Body Mechanics.		
Somerset	Doubtful.	No, unless industry increases.	No.	1 Business Education.
St. Mary's	Yes.	None. Business Education growing.	1 replacement.	2.
Talbot	Increase of retirees. Increase in Vo-Tech. Youth move away.	Marine Fisheries.	Add 1.	1 in Agriculture. 1 in Marine Fisheries.
Washington	School population down. Some industrial growth.	Expand on Co-op and Special Education. Diesel Mechanics and Maintenance, Warehousing.	Want elementary (possible only if legislated at state level), requested 2 more in mid/school. Trend - losing counselors, acquiring paraprofessionals.	No.
Wicomico	Some industrial growth.	Possible health occupations, Machinists/ Diesel Mechanics.	Unknown.	Unknown.
Worcester	No. Enrollment down.	Distributive Education.	No.	Reassign.

Open-ended Questions

In addition to questions relating to growth, programs and projections, the interview sequence also included open-ended questions. Supervisors were asked to define vocational education and vocational guidance. They were also asked if they thought vocational education students have special needs and, if so, to define these needs. Additionally, they were asked whether counselors are aware of the national and local labor market, whether they needed to be aware, to what degree counselors are aware of the aims and goals of vocational education, whether counselors on their staff are well enough trained in vocational guidance, and who does vocational guidance in the schools. One question related to the need for hands-on training for counselors, and another question asked about the sex of the counselors in the vocational education centers. Because the researchers were interested in training issues, questions were also asked relating to in-service training needs, and whether the eighteen-hour certificate program for Trades and Industry teachers at the University of Maryland meets the needs of the LEA's. Table 12 shows how guidance supervisors and vocational education teachers answered these questions. Not included in Table 12 are the definitions for vocational education and vocational guidance and the training needs of counselors.

TABLE 12

Answers of Guidance Supervisors and Vocational Education Supervisors from the Twenty-four LEA's to Questions Relating to Counselors

Question	Guidance Supervisors (Total N=24)		Vocational Education Supervisors (Total N=24)	
	Number	Percent*	Number	Percent*
1. Do you think vocational students have special needs?				
1. yes	13	54.2	16	66.7
2. no	11	45.8	8	33.3
	24	100	24	100
2. Do you think counselors are aware of national labor market trends?				
1. yes	3	12.5	1	4.2
2. no	15	62.5	14	58.3
3. uncertain	6	25	9	37.5
	24	100	24	100
3. Do they need to be aware?				
1. yes	18	75	19	79.2
2. no	0	--	5	20.8
3. more aware	6	25	--	----
	24	100	24	100
4. Are they aware of local job market?				
1. yes	5	20.8	3	12.5
2. no	13	54.2	11	45.8
3. uncertain	6	25.0	10	41.7
	24	100	24	100
5. Do they need to be aware?				
1. yes	20	83.3	19	79.2
2. no	--	----	--	----
3. more aware	4	16.7	5	20.8
	24	100	24	100

*Percentage based on adjusted frequencies related to the number of respondents to each question rather than the total number of twenty-four Supervisors in each category.

TABLE 12 (cont'd)

Answers of Guidance Supervisors and Vocational Education Supervisors from the Twenty-four LEA's to Questions Relating to Counselors

Question	Guidance Supervisors (Total N=24)		Vocational Education Supervisors (Total N=24)	
	Number	Percent*	Number	Percent*
6. To what degree are counselors aware of aims and goals of vocational education?				
1. very much	0	----	1	4.5
2. somewhat	11	47.8	8	36.4
3. very little	12	52.2	13	59.1
4. uncertain	0	----	0	----
	23	100	22	100
	(1 missing)		(2 missing)	
7. Who does vocational guidance?				
1. Vocational counselors	1	4.8	1	4.3
2. All counselors	3	14.3	3	13.0
3. Counselors and teachers	9	42.9	13	54.2
4. Counselors, aids and teachers	3	14.3	3	13.0
5. Teachers only	0	----	--	----
6. Entire staff	5	23.8	3	13.0
	21	100	23	100
	(3 missing)		(1 missing)	
8. Are the vocational counselors on your staff well enough trained in the area of vocational guidance?				
1. yes	2	9.1	3	13.6
2. no	14	63.6	16	72.7
3. don't know	6	27.3	3	13.6
	22	100	22	100
	(2 missing)		(2 missing)	
9. Should vocational education counselors have hands-on training?				
1. yes	9	69.2	14	93.3
2. no	4	30.8	1	6.7
	23	100	15	100
	(1 missing)		(9 missing)	

*Percent are based on adjusted frequencies related to the number of respondents to each question rather than the total number of twenty-four Supervisors in each category.

It should be noted that the questions on Table 12 were open-ended. Two of the researchers acting as raters, content-analyzed the answers and classified them according to a coding system. (See Appendix III-C and III-D)

Over one-half of the guidance supervisors and two-thirds of the vocational education supervisors think vocational education students have special needs. More than half of all these supervisors think that counselors are not aware of national labor trends. One hundred percent of the guidance supervisors stated that they need to be aware or more aware. Seventy-nine percent of the vocational supervisors agreed. Fifty percent of the supervisors think that counselors are not aware of the local job markets, and all the supervisors stated that they need to be aware. More than half the supervisors stated that counselors are very little aware of the aims and goals of vocational education.

Only four guidance supervisors and four vocational education supervisors stated that vocational guidance was handled solely by counselors. All other responding supervisors stated that vocational guidance is the responsibility of counselors and teachers, or of the whole staff.

The supervisors responded to three other, unrelated questions. The total number of the counselors in the vocational education centers is fifty-two. Of these, thirty-one (sixty percent) are male and twenty-one (forty percent) are female.

The vocational education programs that exist in twenty-two LEA's are on the State's List A. Two LEA's had slight variations from the List.

Twenty-one LEA's were querried about the placement of special education students in vocational education programs. All said that some special education students are in these programs now.

More than sixty percent of the supervisors stated that vocational counselors on their staffs were not sufficiently trained in the area of vocational guidance. About one-half of the supervisors think vocational education counselors need hands-on training. Overall, the guidance supervisors and the vocational education supervisors were not significantly different in their responses relating to vocational counselors.

Definitional Questions and Issues

The term "Vocational Education" is used in Federal legislation to include only instruction that will make it possible for people to succeed in occupations that do not require college degrees.[1] Twelve of the guidance supervisors and sixteen of the vocational education supervisors gave that definition. Examples of other definitions were: "training for job entry skills and life", "education that emphasizes skills", "education that prepares for work", "education that trains for a specific occupation", and "training for total development and life."

There exists no standard definition for vocational guidance.[2] Four guidance supervisors and six vocational education supervisors defined vocational guidance in a restricted manner, as guidance for occupations given to students in vocational education programs. Fourteen guidance supervisors (fifty-eight percent) and fourteen vocational education supervisors (fifty-eight percent) defined guidance as related to the individual, using such terms as "values", "motivation", "decision making", "career choices" in the definition. Six guidance supervisors said they did not use the term vocational guidance at all, but used the terms career guidance or career development instead, emphasizing that it was for all students. Four vocational educators gave vague definitions, such as "vocational guidance is what counselors in vocational-technical centers do." One supervisor stated, "In Maryland no one is labeled a vocational counselor!" Clearly, there is indicated a need for standard terminology.

Special Needs

Twelve guidance supervisors and sixteen vocational education supervisors cited special needs of vocational education students. According to rank, the top three reasons given by both groups were (1) immediate job attainment, (2) self concept/image, and (3) the special academic needs of intellectually handicapped and/or disadvantaged students (see Table 13).

TABLE 13

Special Needs of Vocational Education Students as Perceived by Guidance Supervisors and Vocational Education Supervisors

Guidance Supervisors Rank Order (Total N=12)*		N	%	Vocational Education Supervisors Rank Order (Total N=16)**		N	%
1.	Immediate Job Attainment	8	62	1.	Immediate Job Attainment	12	52
2.	Area of Image or Lower Self-Concept	4	30	2.	Area of Image or Lower Self-Concept	5	22
3.	Reading Problems	1	8	3.	Handicapped Special Needs Mainstreaming	3	13
		13	100	4.	Academic Needs	2	9
				5.	Negative Image Projected by Parents	1	4
						23	100

*12 Guidance Supervisors responded that vocational education students have special needs. These 12 persons generated 13 responses.

**16 Vocational Education Supervisors responded that vocational education students have special needs. These 16 persons generated 23 responses.

Some supervisors who said there were no special needs in this population then went on to relate them (see Table 14).

TABLE 14

Special Needs of Vocational Education Students as Perceived by Guidance Supervisors Who Said that Vocational Education Students Have No Special Needs

The Total Number of Guidance Counselors Who Said Vocational Education Students have no special needs equals eleven.

The Total Number of Guidance Counselors Who Said Vocational Education Students have no special needs and then cited them equals six.*

Rank Order	N	%
1. Self Concept	4	44
2. Negative Image Projected by Parents	3	33
3. Job Placement	1	11
4. Academic Disadvantage	1	11
	9	99

*Six persons generated nine responses.

In-service Training

Guidance and vocational education supervisors were asked to list the areas in which they think counselors need more training. Table 15 rank orders the training needs in terms of number of supervisors who gave specific answers. Experience in the world of work ranks first by both sets of supervisors.

TABLE 15

Responses of Guidance Supervisors and Vocational Education Supervisors to Areas in which Vocational Counselors Need More Training

Guidance Supervisors Rank Order N=22*	N	Vocational Education Supervisors Rank Order N=18**	N
More Experiences in World of Work, Including Hands On in Summer and College	10	More Experience in World of Work	13
Communication Skills	4	Internships in Vocational Technical Centers	4
Career Counseling	3	Handicapped, Special Needs & Disruptive Youth	3
Decision Making Skills	3	Coping with Student Image Problems	1
Handicapped, Special Needs and Disruptive Youth	3	Visits to Industry	1
Intern in Vocational Technical Center & Practical Experience	2	Labor Market Trends	1
Change Agentry	1		23
Relate to Vocational Education Teachers	1		
	27		

*Twenty-two people gave 27 suggestions.
**Eighteen people gave 23 suggestions.

Vocational education supervisors also cited in-service training needs for vocational teachers. Guidance was mentioned by ten of the twenty-four supervisors. Four more mentioned guidance related functions such as human relations, decision making and consultation. Table 16 rank orders these perceived training needs.

TABLE 16

Rank Order In-service Training Needs for Vocational Education Teachers as Perceived by Vocational Education Supervisors

Area of Training	N=18*
Guidance	10
Growth and Development	5
Teaching Methodology	4
Curriculum Development and Writing	3
Handicapped and Disadvantaged	3
Human Relations	2
Written Communication	1
World of Work	1
Decision Making	1
Consultation	1
Discipline	1
	32

*18 persons gave 32 responses.

Supervisors were asked whether the University of Maryland's Eighteen-hour Certificate Program for Trade and Industry teachers meets the needs of LEA's. Five LEA's were not querried on the question. Of the nineteen who were questioned, sixty-four percent (twelve LEA's) said that the program does meet their needs, while thirty-four percent (seven LEA's) said it does not. These LEA's are located on the Eastern Shore or in Western Maryland. Their comments express no negative feelings toward College Park, but instead emphasize the perceived quality and convenience of local institutions. Below are listed some of the comments made by LEA's.

Allegany - "We are satisfied with the Eighteen-hour Program, but it would have helped to have it conveniently located at Frostburg State College."

Garret - "We have good feelings toward Frostburg State College. It would be nice to have the program there."

Kent - "We want the Eighteen-hour Program at Chesapeake or Washington Colleges, i.e. nearer to home."

Queen Anne's - "There is need on the Eastern Shore for courses without depending on the University of Maryland, e.g., at Washington and Chesapeake Colleges. Teachers need methods rather than trades for 18 hours; I don't know why anybody can't teach that."

Somerset - "Why can't University of Maryland-Eastern Shore certify, as well as University of Maryland-College Park?"

The interviews with the supervisors were not the only source of information utilized to ascertain perceived in-service training needs of counselors. To survey educational needs of counselors and teachers as perceived by themselves and of counselors as perceived by teachers, the Love-Richmond Counselor Inventory and the Love-Richmond Vocational Teacher Inventory were used (see Appendix II-B and II-C).

The counselor inventory asks counselors if they think they have enough knowledge of the following: physically handicapped students, emotionally handicapped students, learning disabled students, minority groups, women's concerns, men's concerns, and disadvantaged students. The teacher inventory asked teachers if (1) they think they have enough knowledge of the same groups and (2) if they think the counselors in their school do. Possible answers for all of the above were (1) Yes, (2) No. and (3) Maybe.

The inventories were administered to thirty-nine counselors and one hundred ninety-three teachers from Allegany County, Baltimore City, Caroline County, Carroll County, Charles County, and Somerset County. Table 17 illustrates their responses.

TABLE 17

Enough Knowledge of Various Groups as Perceived by Counselors and Teachers

Love-Richmond Inventories

Groups	Counselors Knowledge of as Perceived by Counselors (N = 39)		Counselors Knowledge of as Perceived by Teachers (N = 193)		Teachers Knowledge as Perceived by Teac (N = 193)	
	N	%*	N	%*	N	%*
Physically Handicapped						
yes	10	26	51	27	41	22
no	17	45	61	32	119	63
maybe	11	29	77	41	29	15
no response	1	--	4	--	4	--
	39	100	193	100	193	100
Emotionally Handicapped						
yes	10	26	28	20	21	11
no	18	46	72	38	137	72
maybe	11	28	79	42	33	17
no response	--	--	4	--	2	--
	39	100	193	100	193	100
Learning Disabled						
yes	17	44	49	25	34	18
no	10	26	65	35	109	58
maybe	12	30	74	40	44	24
no response	--	--	5	--	6	--
	39	100	193	100	193	100
Minority Groups						
yes	28	74	81	43	118	62
no	2	5	42	22	37	20
maybe	8	21	66	35	34	18
no response	1	--	4	--	4	--
	39	100	193	100	193	100
Women's Concerns						
yes	26	68	75	40	109	58
no	4	11	43	23	44	23
maybe	8	21	70	37	35	19
no response	1	--	5	--	5	--
	39	100	193	100	193	100
Men's Concerns						
yes	26	68	72	39	118	63
no	5	14	40	21	36	19
maybe	7	18	75	40	33	18
no response	1	--	6	--	6	--
	39	100	193	100	193	100
Disadvantaged						
yes	26	67	61	33	79	42
no	6	15	49	27	68	36
maybe	7	18	75	40	41	22
no response	--	--	8	--	5	--
	39	100	193	100	193	100

*According to Adjusted Frequencies.

According to rank order, needs for training for counselors as perceived by counselors (N=39) were: emotionally handicapped (46 percent), physically handicapped (45 percent), learning disabled (26 percent), disadvantaged (15 percent). Little need was demonstrated for knowledge of men's concerns (14 percent), women's concerns (11 percent), or minority groups (5 percent).

Vocational teachers (N=193) indicated the same pattern of in-service training needs for themselves with regard to special populations. Rank ordered, they are: emotionally handicapped (72 percent), physically handicapped (63 percent), learning disabled (58 percent), disadvantaged (36 percent). Women's concerns (23 percent), minority concerns (20 percent), and men's concerns (19 percent) are of lesser interest, although it is noted that a higher over-all percentage of teachers than counselors report need for learning about special student populations.

Although teachers are not as certain about counselors' needs for knowledge as they are of their own, almost the same pattern in ranking prevails. According to teachers, counselors do not have enough knowledge of emotionally handicapped (38 percent), learning disabled (35 percent), physically handicapped (32 percent), disadvantaged (27 percent), women's concerns (23 percent), minorities (22 percent), and men's concerns (21 percent).

Clearly, counselors and teachers see the emotionally handicapped, physically handicapped, learning disabled, and disadvantaged as the groups they know least about.

The couselors were asked if they would be interested in learning about counseling techniques, career decision making skills, general decision making skills, consultation techniques, behavior management, knowledge of job market and community resources. Possible choices for all of the above were (1) Yes, (2) No, and (3) Maybe.

TABLE 18

Counselors' Need for More Skills and Techniques
Love-Richmond Inventory for Counselors

	N (Total Sample=39)	% (Percentage of 100%)
Rank Order		
Knowledge of Job Market	28	78
Community Resources	28	76
Career Decision Making	26	70
Consultation Techniques	24	63
Behavior Management	22	60
Counseling Techniques	21	57
General Decision Making Skills	20	55

Counselors expressed needs for knowledge of: job market (78%), community resources (76%), career decision-making skills (70%). Of lesser interest were: consultation techniques (63%), behavior management (60%), counseling techniques (57%), and general decision-making skills (55%).

Lastly, the counselor inventory asked if counselors would be interested in attending any of the following to obtain information: university courses at the university, extension university courses, in-service courses, workshops presented by professional organizations, workshops presented by university extension. Table 19 illustrates these preferences.

TABLE 19

Preferences by Counselors for Means to Obtain
Additional Knowledge in Rank Order
Love-Richmond Inventory for Counselors

	N	%
In-service courses	31	84
Local Workshops through Universities	27	79
Workshops by Professional Organizations	27	71
Extension University Courses	16	50
University Courses	5	17

Preferences by counselors for instruction were as follows: in-service courses (84%), workshops through universities (79%), workshops by professional organizations (71%), university extension courses (50%), and university courses (17%). Clearly, location and expense are factors in counselor choice.

Objective Number Two - The Summary

Although total student population in the high schools in Maryland shows some decline, this decline is not evident in vocational education. Fifteen LEA's intend to add new programs within the next five years and at least fifty new programs and/or programs in new sites are planned. Wherever possible, existing staff will be redirected, but at least forty-nine new teachers will be hired, and others will be replaced through normal attrition. Twenty-three counselors, at least half in the elementary area, will be hired. With ARC funds in Appalachia, other external funds in other areas, or a major thrust from the State Task Force on Guidance giving support to the need for elementary counselors, even more could be hired.

Vocational education supervisors and guidance supervisors seem to agree that vocational education students have special needs, and that these needs are in the area of job finding and job maintaining skills and attitudes. They are also in the area of self-image. Part of the image problem has been identified as a negative image on the part of some parents toward vocational education.

Vocational education supervisors and guidance supervisors think that it is important for counselors to be aware of labor market trends, nationally and locally. Both sets of supervisors think that counselors should be more aware than they are at present. Although supervisors agree that guidance is the job of more than counselors, one-half of the supervisors think that counselors need hands-on training in order to do their part effectively. Counselors are basically unaware of the aims and goals of vocational education, think most supervisors in both areas.

There was little or no agreement among supervisors, both within and between disciplines, on the definition of the term "vocational guidance." There was also some definitional disagreement on the term "vocational education." Career education, career guidance, and career counseling are also ambiguous terms.

Supervisors in both areas felt counselors and students could benefit from counselors having more training and experience in the world of work. Guidance supervisors listed communication skills, career counseling, and decision making skills as areas for counselor in-service needs. Vocational education supervisors would like counselors to have internships in vocational and technical centers. Training in the area of handicapped, special needs, and disruptive youth was mentioned by both groups. Vocational education supervisors saw teachers as needing training in guidance, educational psychology, and curriculum writing.

Querried teachers and counselors of vocational education students listed a need for knowledge of emotionally disturbed and physically handicapped youth. The disadvantaged and learning disabled were also cited. Counselors thought that they needed to know more about the job market, community resources, and career decision making. In-service courses and local workshops by university or professional groups were the means by which the counselors surveyed would like the training proffered.

Objective Number Three

The third major task was to provide an analysis of occupational trends from national and state sources and to activate an advisory committee which would reflect upon the trends. The advisory committee was to make recommendations for education based on these trends.

From interviews the following was obtained:

1. There is a shortage in Maryland of trained teachers in the areas of arts education, home economics education and agriculture education.
2. There is no shortage of counselors in general. (It is noted, however, that the researchers did not specifically address the area of training elementary counselors from either a qualitative or quantitative base.)
3. Wherever possible, present staff will be redirected to fill future openings.

The literature supports the above statements.

The State of Maryland predicts only a slight increase in secondary teachers. By 1985 the number will be 17,900, or a two percent increase since 1974. The average annual job openings from growth and separation is 750 for secondary teachers.

During this same period a decline in secondary teachers is expected to occur on the Eastern Shore and in Southern and Western Maryland.

The state is predicting an increase in vocational and education counselors from 2500 in 1974 to 4350 in 1985, which is a seventy-three percent increase. This increase is predicted in all areas of the State.[3]

The Maryland Department of Human Resources has the following to say about industrial trends in Maryland until 1985:

> By the mid-80's there should be no significant shift among the 11 major industry divisions in Maryland, in terms of share of total employment. However, the projected employment changes and growth rates do indicate a continuing shift in employment from the Manufacturing to Non-Manufacturing industries. This shift results from a combination of three important trends:
>
> 1. Employment in Manufacturing industries has not kept pace with the demand for manufacturing products. More workers are being replaced with labor-saving machinery which increases productivity and subsequently, decreases the need for additional labor. Many Non-Manufacturing industries, however, are service-producing, labor-intensive industries and their employment levels are not as adversely affected by technological improvements.
>
> 2. Employment in Non-Manufacturing industries, especially health, education and government, is less apt to decline during recessionary and inflationary periods than Manufacturing industries, as evidenced during the early 70's.
>
> 3. Factors such as population growth, land development, larger incomes and a growing emphasis on health care and education, are resulting in explosive demand in several large Non-Manufacturing industries.
>
> During the 1974-1985 period, employment in Maryland is projected to increase by 411,850, reaching a level of approximately 1,963,000 workers by 1985. While the expansion rate during the previous decade was considerably higher, the projected employment growth of over 25% suggests a healthy economy in spite of the 1974 recession and its long recovery period.
>
> The five largest industries in Non-Manufacturing-Services, Retail Trade, Construction, Government and Finance, Insurance and Real Estate - have projected growth rates greater than the average for all industries, with the exception of Construction. These industries should expand by one-third or more. Transportation and Other Public Utilities and Wholesale Trade, employing

one-tenth of all Maryland workers, are expected to show a moderate gain of around 18%. Negative employment growth should occur in Manufacturing and Agriculture, as machinery increasingly replaces Operative workers and Laborers.

By the mid-80's, 87% of Maryland workers will most likely be employed in Non-Manufacturing, the majority in Service and Trade industries. Half of the employment gain projected for Maryland should occur in the largest division, Services, as people continue to spend more money on health and other services. Trade industries (such as Grocery and Department stores) will also expand, employing over 100,000 additional workers during the 1970's and early 1980's. Retail Trade is expected to account for most of this growth, as almost one out of every four additional workers will probably be employed in a Retail Trade industry.

Construction, the 3rd largest employer, should only absorb 8% of the new employment, while Government, next in size, should account for nearly 10%. Since Government workers are predominantly white-collar, they are not affected as much by the usage of more productive machinery, as many blue-collar Construction workers are.

Seven percent of the additional workers are likely to be employed in Finance, Insurance and Real Estate industries, as banking, insurance and real estate agencies require more personnel, especially Clerical. Although this division is one of the smallest in Maryland, its growth rate is expected to surpass all other industries with the exception of Services.

Transportation and other Public Utilities together with Wholesale Trade and Mining, are responsible for only 7% of the employment increase in Maryland. Productivity increases, coupled with the declining demand for various services, such as those offered by railroads and transit buses, account for those divisions' smaller share of total employment and below average growth.

Agriculture, Forestry and Fisheries is expected to continue its employment cutback throughout the projection period, losing one-third of its total employment level. By 1985, less than 2% of Maryland's workers will be employed in this division.

> The employment level in Manufacturing industries should drop to around 13% of total employment by the mid-1980's, largely due to the 11,000 projected decrease for workers in Durable Goods industries. The employment level in Non-Durable Goods industries should rise by almost 3,000; however, this is a small gain and less than 1% of the total employment gain in Maryland.
>
> In general, Maryland's employment growth will result mainly from the expansion of those Non-Manufacturing industries offering highly demanded services. These industries employ mostly white-collar, skilled workers not likely to be replaced by capital equipment.[4]

The nature of Maryland's industrial growth indicates an increasing demand toward higher educated and skilled workers. Professional and technical employment is predicted to increase. Health and education are high growth industries. Registered nurses, elementary school teachers, lawyers and computer programmers and systems analysts will be in demand.[5]

Forecasting of occupational trends is also done on a regional level. For instance, industries projected to decline in Western Maryland are: Agriculture, Railroads, Glass and Glass Products, Private Households, Fisheries, Mining and Furniture and Fixtures.[6] Vocational Education programs are based on what is available in an area, with an eye to projections and trends as mentioned above.

It is noted, however, that although the projections call for a decline in agriculture, supervisors in all Western Maryland and Eastern Shore Counties (and the agriculture education teachers that the researchers spoke with on site) said that there exists a great demand for graduates in this area. It seems that while there may be fewer farmers, there will be a greater number of occupations that relate to the farming industry for which agriculture is prerequisite.

Railroads are another interesting issue. Projections for decline in railroads and Railway Express may be rendered dubious in the face of a world energy or oil crisis.

Another example of what is being discussed is the statement previously made that private households are to decline in Western Maryland, yet presently there is growth in home construction in parts of Carroll and Frederick Counties. Regional projections do not account for local growth.

The question raised is not so much the availability, or even general value, of projection and trends. What appears to be at issue is the interpretation of these trends as though forecasting were an exact measure. As previously mentioned, a decline in absolute number of farmers (agriculture) does not necessarily mean a decline in agriculture-related trades; a projection for any industry in times of stability does not account for major economic, energy or political crisis situations, nor does forecasting completely account for the direction and economics of small business and moderately sized business ventures.

Funding of Programs

In the area of labor market trends there is another issue that bears mention. When the researchers asked the vocational education supervisors questions about counselor knowledge of local labor market trends, a frequent response of supervisors involved the following issues:

1. State and national projections are available but often do not reflect the local scene.
2. Vocational education programs are funded on the basis of present opportunities in counties. "Our youth are mobile. Many move out," was the expression of one supervisor.

Several vocational education supervisors suggested that local labor market and unions should supply counselors with local information. Counselor function would then be the development of delivery systems to get this information to students.

We learned from representatives of ten local education agencies, most from the Eastern Shore, Western and Southern Maryland, that many students in vocational technical centers are training only for occupations that exist within the county. In fact many of these students will leave the county to work in other areas both within and outside of the State of Maryland. Nineteen of the twenty-four vocational education supervisors reported to the researchers that given the mobility factor in today's society, funding for vocational training should be based on national or regional (Eastern Seaboard) labor-needs rather than county, or even state-wide present availability of jobs.

Meeting of the Advisory Committee

On May 1, 1979, Dr. Ronald Clifton, Dr. Edwin Herr, Dr. Nancy Pinson, Dr. Allen Rosebaum and Dr. Velma Speight met as an advisory committee to discuss the findings of the researchers with regard to both the literature and the interviews. The data gathered was presented to the committee. Issues that consumed most of the three-hour discussion time were: (1) lack of uniformity in definition of terms, (2) the responsibility of both guidance personnel and vocational educators to the best possible placements of students in programs and jobs, and (3) the local base of vocational education programs.

The advisory committee was concerned about the lack of uniformity and the degree of ambiguity in defining the term "vocational guidance". There was concern that arguments over terminology become intellectual exercises and impede progress and cooperation. It urged that consensus definition be agreed upon as soon as possible.

The committee was also concerned that many vocational educators and supervisors think that "hands on" experiences in the world of work will help counselors place students more accurately and effectively. The committee suggested that the task of vocational education is to define the competencies one needs to enter specific occupations, and illustrate these competencies clearly for counselors. The task of the counselor would then be geared to assist client self-understanding and decision-making as it relates to the World of Work.

The committee agreed with supervisors that labor market forecasting renders reams of readily accessible material, but the material has meaning only if interpreted grossly. The mobility of young adults in America makes logical the notion of training for a regional or national market rather than solely for a local one.

There was some discussion about the counselors' responsibility to present job market data to students. The committee thought that it was the responsibility of the total guidance team to make data available to students, but the function of State agencies to see that current and easily interpretable material (constantly updated) is accessible to guidance personnel.

CONCLUSIONS

There is no counselor shortage in Maryland. Universities and colleges are training a sufficient number of persons to fill the projected needs of local education agencies for high school counselors. Graduates have expressed basic satisfaction with the counselor education programs they have attended.

The researchers, however, noted no uniformity between the programs. In no institution were competencies required for graduation clearly articulated. Course title alone indicated whatever uniformity exists. The result is ambiguity at best and, at worst, public confusion about counselor role and function.

Even less clear are counselor requirements in the area of vocational and/or career guidance. One university in the State, University of Maryland College Park, offers a program in Vocational Guidance. Towson State University offers a program in Career Counseling. Most programs offer only a single course in Career Decision Making, or Educational and Occupational Information. Little emphasis is placed on learning the needs of vocational education students or on the aims and goals of vocational education. The kind of career counseling necessary for vocational education students is nowhere clearly outlined. Open for discussion is whether this differs from career counseling for other students.

There is a shortage of vocational education teachers, specifically in Industrial Arts, Business, Agriculture and Home Economics. Some teachers in these areas are imported from out-of-state institutions. Business, industry, and the military often employ people trained as teachers.

According to vocational education supervisors, many teachers need training in guidance and guidance related skills. Although some teachers have taken guidance courses in college, many have not; yet they are a part of the guidance team.

Vocational education teachers and counselors graduate from college knowing little about each other's areas of responsibility. There is disagreement both between and among groups about role and function. There is also disagreement over terminology. The term "vocational guidance", as well as "career guidance" and "career education" must be clearly defined.

A residue of a negative image of vocational education and of vocational education students still exists on the part of some educators and the general public. There is some confusion among educators about whether vocational education students have special needs related to a negative self-image. There is also some disagreement about the level of counselor awareness of need and ability to ameliorate it.

There is disagreement between the parties studied as to whether counselors know very much about the labor market. Counselor educators say that they do. Guidance and vocational education supervisors say that they do not. Counselors themselves report that they feel able to help students make job-skill and career decisions, but that they (the counselors) need instruction in community resources, the job market, and career decision-making.

Most say that knowledge of the national and local labor market is important knowledge for counselors to have. Most agree, however, that counselors cannot be the sole delivery system for this knowledge. There is some question about whether students should be trained for a local, regional or national market.

Lastly, vocational educators and counselors seem to have a somewhat negative view toward each other, but it seems this view is based on lack of knowledge about each other. Teachers, it would appear, could benefit from taking some guidance courses, if only to learn what counselors do, to say nothing of acquiring human relationship skills and communication skills for themselves. Counselors need to be apprised of the aims and goals of vocational education, the needs of vocational education students, and the means and methods with which to meet the needs.

RECOMMENDATIONS

For Counselor Education Programs:

Counselor Education programs need not admit additional students to meet the State's need for secondary school counselors. The competencies school counselors need for vocational guidance work with vocational education students, however, need to be made clear. Standards need to be set and competencies delineated for counselor education programs in each of the public institutions of higher education housing such programs. It is recommended that a task force be convened comprised of personnel from the Maryland State Department of Education, along with counselor educators, supervisors and counselors to study counselor competencies, program standards and standards implementation.

The task force should obtain from vocational educators the aims and goals of vocational education, and the special needs of vocational education students, many of which are delineated in this document. It is recommended that counselor competencies in the area of vocational guidance include not only those related to knowledge of the labor market. They should also include knowledge of career decision making skills, job seeking and finding skills and job maintenance skills, in addition to all of the personal assessment techniques, values clarification techniques, motivational techniques and conflict resolution skills requisite for all good career counseling.

For Vocational Education Programs:

Because the state colleges and universities in Maryland do not train sufficient teachers in Industrial Arts Education, Agriculture Education, Business Education and Home Economics Education, it is recommended that feasibility studies be conducted at sites other than where programs now exist. For example, Bowie State College, which has both a Secondary Education program and a strong Business Administration program, is located in a geographic area in which Business Education teachers are needed. Consideration might be given to the establishment of such a program at that location. It is further recommended that University of Maryland-Eastern Shore be equipped to support a larger Agriculture program than it presently has. Studies should be carried out to see if Industrial Arts Education programs at Frostburg and University of Maryland-Eastern Shore, a Business Education program at Salisbury, and a Home Economics Program at Frostburg could be instituted; this preliminary research would make this seem reasonable.

Action

Recommendations for the Maryland State Department of Education:

1. It is necessary to develop an operational definition of the term vocational guidance that will be acceptable to counselors and vocational educators.
2. It is necessary to provide a plan to eliminate existing bias on

the part of vocational educators toward counselors and vice-versa.

3. It is necessary to monitor the development of standards for counselor education programs.
   a. General standards for secondary counselors
   b. Standards for vocational guidance as a function of all counselors for all students.

The state colleges and universities do not train enough persons in Industrial Arts Education, Agriculture Education, Business Education, and Home Economics Education. It is, therefore, recommended that a Business Education program be considered for Bowie State College which has both a Secondary Education and a strong Business Administration program, and is located in a geographic area in which such personnel are needed.

Part II

A STATEWIDE ASSESSMENT OF THE GUIDANCE/COUNSELING SUPPORT NEEDS OF VOCATIONAL EDUCATION STUDENTS

ABSTRACT

The objectives of this study were to provide data from three survey instruments (to be developed) that will yield vocational students needs for counseling and vocational guidance services as perceived by students, vocational education instructors and counselors, and to yield data about counselor knowledge of vocational education students, and particularly minorities, handicapped and disadvantaged, specific skills and job market trends.

The procedures were to develop and administer survey instruments and tabulate and analyze data acquired from them, and prepare and submit a final report and conduct a dissemination conference.

Some conclusions to this study are that vocational education students, teachers and counselors do not perceive student needs for help in the same manner. Students would like to receive additional help with job placement, courses and grades, and college selection. Professionals tend to think student needs are in the areas of personal management and interpersonal relationships.

Counselors and teachers alike express needs to learn more about the emotionally disturbed and handicapped youths in vocational education. Counselors would like to learn more about community resources, job information and career decision-making skills. There is evidence that in many instances student needs for vocational guidance are not adequately met.

INTRODUCTION

In the Spring of 1979, the Evening College of The Johns Hopkins University received a grant from the Maryland State Department of Education. The grant was entitled: "A Statewide Assessment of the Guidance and Counseling Support Needs of Vocational Education Students." Students' perceptions of their needs were to be compared with those of teachers and counselors. One of the objectives was to collect and compare data with those obtained through R.F.P. Contract Number 2.1.1.1.B., "Assessing the Capacity of the State College and University System to Prepare Future Vocational Educators and Counselors Skilled in Vocational Guidance", previously described in this document.

The scope of this project as designed included sample surveys of vocational education students, teachers and counselors from the following six LEA's: Allegany County, Baltimore City, Caroline County, Carroll County, Charles County and Somerset County. We thank the school personnel in these LEA's; the sample population; and many administrators, including the six superintendents, who made this research possible.

Part way toward completion of the project we began to wonder if the public school vocational education students have needs similar to other students. We selected a small comparison group of private Catholic

School students (though this was not in the original design) and compared them with the public school sample. The Catholic students were Business students from Bishop Walsh High School (co-educational) in Allegany County, and academic students from Mount Saint Joseph's High School (males) in Baltimore City, and Notre Dame Preparatory High School (females) in Baltimore County. We thank those who formed our sample population, as well as those who made possible the use of this sample survey.

We thank the School Sisters of Notre Dame for providing personnel to code and encode our data for the computer runs. We also thank Professor John Holland for enabling us to use, prior to publication, his new instrument "My Vocational Situation"[7] (Short Form) which identifies problems of vocational identity and personal barriers in terms of identity and problem scores.

Lastly, we thank the vocational educators and counselors, counselor educators and supervisory personnel who came to the dissemination conferences held at The Johns Hopkins University on June 21, 1979 and June 22, 1979. These persons (see Appendix IV-A) reviewed our data and helped us with the recommendations contained in this report.

PURPOSE OF PROJECT

There have been few large-scale studies conducted in vocational education. One recent inquiry was, however, conducted by the American Institutes for Research. The findings suggest that vocational graduates get their first full time jobs after graduation more quickly than academic graduates, enjoy better employment security, and accumulate more earnings. Approximately sixty-five percent enter the trade for which they prepared or a related one. This, however, leaves thirty-five percent of vocational education graduates who enter different fields than those for which they prepared. There is some question as to how these choices are made. Furthermore, vocational education embraces a fundamental purpose of education, to expand the choices of all students and to extend the range of opportunity. Skills in decision making, personal management and interpersonal relations are, therefore, of great importance to vocational students.

Because employment statistics are favorable, it is feared that guidance personnel may not recognize the need for developing the above mentioned life skills in vocational education students. Furthermore, the needs of minorities, disadvantaged and handicapped, though these needs are fully accepted missions in the vocational instruction and guidance field, may remain relatively unaddressed because of the "newness" of knowledge about these populations, and because of special problems inherent in employment opportunity.

Current legislation is aimed at increased guidance services for vocational education students. This activity is designed to provide the Maryland State Department of Education with sufficient data to (1) provide technical assistance to LEA's in planning and implementing in-service training to guidance personnel to meet the needs of vocational students, (2) to provide interpretation to insure that local college and university counseling education programs are designed to meet the needs of all students and (3) to establish priorities for the expenditure of vocational guidance funds.

The purpose of this study was to discover the needs of students in vocational education for counseling and guidance services. Additionally, it was to compare students' self-perceived needs with what counselors and teachers see as their needs. Lastly, it was to investigate the professional training needs of vocational teachers and counselors.

The objectives of this study have been described as follows: (1) to develop three survey instruments to yield information about vocational students' needs for counseling and guidance services as perceived by students, counselors and vocational education instructors; (2) to compare the answers obtained and (3) to ascertain counselors' needs for professional training, that they may better serve students' needs.

METHOD OF INVESTIGATION

This study was designed to identify vocational education students' needs for counseling and guidance services. This was done by identifying student needs as perceived by themselves, their counselors and their teachers. Comparisons were made among the groups. Later the researchers determined to compare public school vocational education students' needs with those of private business and academic students. Further comparisons were made within the public school groups, between urban and rural youths, males and females, satisfied and dissatisfied, and on level of aspiration.

A representative sample of vocational education students from the state of Maryland would include urban, suburban and rural students from the various regions of the state. Initially, the researchers selected eight counties, (in hopes of obtaining six), and wrote to request permission from the superintendents to use students, counselors and teachers from their respective counties for a data base. Superintendents from six LEA's answered affirmatively. Vocational Education Supervisors and Guidance Supervisors from each of the six LEA's put the researchers in contact with appropriate school personnel.

The Love-Richmond Student Inventory (L-RSI), Counselor Inventory (L-RCI) and Teacher Inventory (L-RTI) were devised for this project in February 1979. The Student Inventory was written at a high fifth or low sixth grade readability level to better fit the needs of the students to be surveyed. The instruments were pilot tested during March 1979, in Baltimore City at Southwestern High School and in Carroll County at the Vocational Technical Center (see Appendix II-D for original Inventory). A random sampling of one hundred-eighteen students formed the pilot groups. After students individually responded to the Inventory, they discussed the questions and made suggestions as to their validity. Counselors, teachers and supervisors also made suggestions about all three instruments. Several changes were made in the Student Inventory as a result of this process.

The question "How smart do you think you are?" was removed because officials from the Baltimore City School System suggested that it could possibly evoke negative feelings from students. The question "What course are you taking?" with its respective answers was unclear to all piloted groups. This question was replaced by the following questions: "What is the name of your school?" "Do you attend a vocational education center for all or some of your classes?" "What vocational skills program are you in?" Also added were the questions: "Are you satisfied with this program?" and "What is the major reason you are in this vocational program?" The question: "Who helped you most in choosing your job skill program?" had the following answer choices: a) parent, b) teacher, c) counselor, d) friend, e) other. The pilot students suggested that "brother or sister" and "myself" be included. These were added in the revision. Another question, "Would you like help with your:" was followed by eleven possible items. The students suggested the following additions: "Job placement?" and "College selection?"

During the month of March, Dr. John Holland gave the researchers permission to use nine validating questions which would yield a vocational identity score for each student. The questions (see Appendix II-E) were added to the Student Inventory.

In April and May of 1979, the instruments were administered on site to students, counselors and teachers.

On June 21 and 22, 1979, a dissemination conference was held at The Johns Hopkins University (attendees are listed in Appendix IV-A). At this conference, all of the data accruing to Part I of this document were presented to the participants, along with the student, teacher and counselor data collected from the sample surveys for this study.

Sample

The public school vocational education student sample population consisted of 2390 in total, 1158 of whom were from Baltimore City, 220 from Charles County, 233 from Carroll County, 220 from Allegany County, 185 from Caroline County, and 147 from Somerset County. Seven students could not be identified by county.

All students were classified as vocational education students, but attended four types of schools: vocational technical, comprehensive, combination of vocational and comprehensive, and general vocational.

The teacher sample population consisted of one hundred ninety-three teachers. They were teachers of the student sample population. The counselor sample consisted of thirty-nine persons responsible for counseling the students surveyed.

The addition of two hundred twenty-two students from Catholic schools completed the sample population. This group was not counted as part of the Total Public School sample, but was used only as a comparison group.

The total sample of public school students is described as follows: sixty percent are male and forty percent are female; fifty percent are Black, forty-six percent are Caucasian, and four percent are Asians, Hispanics or others; the mean age is seventeen, although the range is from fourteen to twenty-three; the mean grade is the eleventh grade (see Table 20).

TABLE 20

Total Public School Students Surveyed

Love-Richmond Inventory

Demographics

Students Surveyed	Number	Adjusted Percent*
Number of Males	1410	60%
Number of Females	933	40%
Number Who Chose Not to Report Sex	47	--
TOTAL STUDENTS	2390	100%
Race		
Black	1169	50 %
Hispanic	22	1 %
Asian	12	.5%
Caucasian	1101	46 %
Other	58	2.5%
No Answer	28	----
	2390	100 %

Age

Range	14 - 23
Mean	17
Median	17
Mode	17

Grade in School (Grade 11 = Mean, Median and Mode)		
Nine	72	3%
Ten	618	26%
Eleven	961	41%
Twelve	704	30%
No Answer	35	--
	2390	100%

*According to adjusted percent.

The counselor sample, described in Table 21, is comprised of thirty-nine persons: fifty percent male and fifty percent female (one person chose not to report his or her sex); thirty-seven percent are Black and sixty-three percent are White.

TABLE 21

Total Public School Counselors Surveyed
Love-Richmond Inventory
Demographics

Counselors Surveyed N = 39	Number	Percent
Males	19	50
Females	19	50
Chose Not to Report Sex	1	--
	39	100
Race		
Black	14	37
White	24	63
No Response	1	--
	39	100

Table 22 illustrates some characteristics of the 193 teachers in the survey, sixty-four percent are male, thirty-six percent are female; forty-nine percent are Black, fifty percent are White.

TABLE 22

Total Public School Vocational Teachers Surveyed
Love-Richmond Inventory
Demographics

Teachers Surveyed N = 193	Number	Percent*
Males	120	64
Females	67	36
Chose Not to Report Sex	6	--
	193	100
Race		
Black	91	49
Hispanic	0	0
Asian	0	0
Caucasian	94	50
Other	2	1
No Answer	6	--
	193	100

*According to adjusted frequencies.

The small comparison student group of 220 Catholic school students are ninety-three percent White, three percent Black, and four percent Other. Their mean age is sixteen and a half years. Their mean grade is the eleventh.

Responses by all sample populations were coded according to master codes (see Appendices III-E, III-F, III-G, III-$\overset{H}{\text{I}}$, III-J) and encoded and punched on magnetic tape for computer use.

Instrumentation

The Love-Richmond Vocational Student Inventory (see Appendix II-A) was used to measure student attitudes toward self, program, plans, aspirations and perceptions of needs for counseling. It also measured attitudes toward counseling and guidance services.

The Love-Richmond Counselor Inventory (see Appendix II-B) was used to assess counselors' perceptions of the above, plus their training needs as regards exceptional student populations. It also measured their training needs in counseling skills areas.

The Love-Richmond Vocational Teacher Inventory (see Appendix II-C) was used to assess teachers' perceptions of student needs and teachers' professional training needs. It also measured their perceptions of the counseling and guidance in their school and the training needs of counselors as regards exceptional student populations.

The short form of the Holland instrument, "My Vocational Situation" (unpublished; see Appendix II-E) was used to obtain an identity score.

Research Questions

Students were asked the following questions:

1. How are you feeling today?

2. If you could have any job you would like, what would it be?

3. After graduation I plan to ______________________________

4. What is the major reason you are in your vocational program?

5. Who helped you most in choosing your job skill program?

6. Are you satisfied with this program?

7. In making the choice of job skill did you think you received enough help?

8. Do you think your counselor was able to give you enough help in choosing your courses?

9. How well do you think your counselor is able to help you make decisions?

10. Do you think your counselor has enough time for you?

11. Are there other decisions than job training that you would like a counselor to help you with?

12. Would you like help with :

    a. Personal relations with friends?
    b. School courses and grades?
    c. Family situations and problems?
    d. Rules and regulations?
    e. Feelings about yourself?
    f. Physical appearance?
    g. Drugs and alcohol?
    h. Financial matters?
    i. Health Information?
    j. Recreation?
    k. Job placement?
    l. College selection?
    m. Other?

Counselors were asked the following questions:

1. How are you feeling today?
2. Do you think the majority of your vocational education students are in job-skill fields that are appropriate to their ability?
3. Do you think that there are jobs for the majority of your students who graduate?
4. Who do you think were most influential in the majority of students' choice of job-skill programs?
5. In making the choice of job-skill program, do you think students get enough help from the school?
6. Who in the school could best provide additional help to the student in career decision making?
7. Generally speaking, do you think you are able to give the students enough help in career decision making?
8. In view of your present student load, how would you rate the amount of time you can give your vocational education students?
9. Rate your school's counseling services for vocational education students?
10. Do you think vocational education students need more help than they are presently receiving with:
    a. Personal relations with friends?
    b. School courses and grades?
    c. Family situations and problems?
    d. Rules and regulations?
    e. Feelings about self?
    f. Physical appearance?
    g. Drugs and alcohol?

h. Financial matters?
i. Health information?
j. Recreation?
k. Job placement?
l. College selection?

11. Which of the above do you think is most important to students?

12. Do you think you have enough knowledge about:

a. Physically handicapped students?
b. Emotionally handicapped students?
c. Learning disabled students?
d. Minority groups?
e. Women's concerns?
f. Men's concerns?
g. Disadvantaged students?

13. Would you be interested in learning more about the following areas:

a. Counseling techniques?
b. Career decision making skills?
c. General decision making skills?
d. Consultation techniques?
e. Behavior management?
f. Knowledge of job market?
g. Community resources?

14. Would you be interested in attending any of the following:

a. University courses?
b. Extension university courses?
c. In-service courses?
d. Workshops presented by professional organizations?
e. Workshops presented by a university in your area?

Teachers were asked the following questions:

1. How are you feeling today?
2. Do you think the majority of your vocational education students are in a job field that is appropriate for their ability?
3. Do you think there are jobs for the majority of your students who graduate?
4. Who do you think were most influential in the majority of students' choice of job-skill programs?
5. In making the choice of a job-skill program, do you think the students received enough help from the school?
6. Who in the school could best provide additional help to the student in career decision making?
7. Generally speaking, do you think the counselor in your school is able to give the students enough help in career decision making?
8. If the present counselor had more time, do you think he/she could help your students more?
9. Rate the counseling services for vocational education students in your school.
10. Do you think your vocational education students need more

help than they are presently receiving with:

a. Personal relationships with friends?
b. School courses?
c. Family situations?
d. Rules and regulations?
e. Feelings about self?
f. Physical appearance?
g. Drugs and alcohol?
h. Financial matters?
i. Health information?
j. Recreation?
k. Job placement?
l. College selection?

11. Which of the above do you think is most important to students?

12. Do you think you have enough knowledge about the needs of the following:

a. Physically handicapped students?
b. Emotionally handicapped students?
c. Learning disabled students?
d. Minority groups?
e. Women's concerns?
f. Men's concerns?
g. Disadvantaged students?

13. Do you think the counselors in your school have enough knowledge about the following:

a. Physically handicapped?
b. Emotionally handicapped?
c. Learning disabled?
d. Minority groups?
e. Women's concerns?
f. Men's concerns?
g. Disadvantaged students?

In addition to the above questions asked of each group, comparisons were drawn between students, counselors and teachers on the following:

1. Do students get enough help from the school?
2. Is the counselor able to give enough help in course selection or decision making?
3. What kind of ratings are given the counseling services by the students?
4. What are the help needs of students?
5. Do counselors have enough time to effectively help students?
6. Who is the most influential person in students' program choice?

Comparisons were drawn between counselors and teachers, based on the following questions:

1. Are there enough jobs for the majority of your students when they graduate?
2. Who in the school can best provide additional help to the student in career decision making?
3. Do the students get enough help in choice of job skill program?
4. Do you think students are in the appropriate job skills area?

Other comparison questions were as follows:

1. How are satisfied and dissatisfied students similar and dissimilar with regard to their responses on the Inventory?

2. How are city and county students similar and dissimilar in their responses on the Inventory?
3. How are male and female students similar and dissimilar in their responses on the Inventory?

Additional questions asked about students were:

1. Does race affect job choice?
2. Does sex affect job choice?
3. Does sex affect who helped the student choose a program?
4. Does sex affect students' help needs?
5. How are students distributed in job-skills programs by age?
6. How does age affect whether job aspirations are realistic or unrealistic?
7. How does satisfaction and dissatisfaction of program relate to vocational skills program?

Previously mentioned were Catholic School Students as a comparison group. Comparisons were made between the Catholic School Student group and the Public School Student group with regard to similarities and differences on the questions asked the students. It was hypothesized that academic students in private Catholic Schools are different from Vocational Education public school students in vocational identity and problem scores.

Statistical Treatment

Percentages were used to describe the answers that students, counselors and teachers gave to the questions asked them. To answer whether groups were different beyond chance, the Chi-square procedure was used. The Spearman's Rank Coefficient was used in ranking the most influential person in students' choice of program. A T-test of significance was used to compare means between counselors' and teachers' views of who influences students' choice of program. The Pearson Product Moment Coefficient was used to ascertain the relationship between problem and identity scores.

To derive an identity score on the Holland Instrument, "True" answers were given a numerical value of one. "False" answers were scored as zero. This score, however, is an inverse score. Therefore, the higher the score, the lower the vocational identity. Means were derived for both Catholic School and Public School Students. A T-test of significance was utilized in making comparisons between the means.

The Love-Richmond Inventory contained thirteen items on which the student could express his desire or lack of desire to receive help. A value of one was ascribed where help was desired, and zero where no help was desired. "Maybe" answers were ascribed the value of one. The scores were summed and averaged to yield a mean. The mean denotes a problem score for a group. A T-test of significance was used to compare group means.

THE FINDINGS

Student Perceptions

In general, the vocational education students felt good when they took the Inventory. Most (sixty-nine percent) reported that they were in their program because they chose to be. Eighty-six percent reported satisfaction with their programs.

Forty-five percent said that after graduation they would go to work, and twelve percent selected the military. Thirty-three percent expect to go to college, either while working or as a sole concentration.

Given an opportunity to list the occupation they would like to enter after completing school, fifty-three percent of the students listed occupations that fell into a category the researchers classified as "skilled." Twenty-three percent selected occupations that the researchers classified "professional" and twelve percent selected "business." Other classifications and percentages are listed in Table 23.

Students were asked if they received enough help in choosing the job-skill program that they are in. Sixty percent said "yes", fourteen percent said "no", and twenty-six percent said "maybe." When asked whether their counselor was able to give them enough help in course selection, thirty-one percent said "no", but only fifteen percent rated counselors as poor in aiding students with decision making. On the other hand, forty percent thought that their counselors did not have enough time for them.

When asked who helped most in choice of job-skill program, sixty-two percent of the students responded "myself", (a category the pilot test group of students added). Fourteen percent said parents helped most, and seven percent said counselors.

Seventy percent of the students surveyed (adding "yes" and "maybe" answers together) said that they would like help with other decisions than job-skill training. Over four-fifths of the sample population wanted help with courses and grades, and more than three-fourths wanted help with job placement. Half wanted help with college selection and half with financial matters. Two-fifths wanted help with health information. Approximately one-third requested assistance with recreation, rules and regulations, family situations, and personal relations. One-fourth of the students wanted assistance with feelings about self and physical appearance. One-seventh of the students surveyed were open to accepting help with alcohol and drugs.

Table 23 gives an exact numerical and percentage breakdown of student needs as inventorized.

TABLE 23

Student Responses to the Love-Richmond Vocational Students' Inventory

How are you feeling today?

	N	%*
Great	820	35
Average	1291	55
Terrible	254	11
No Answer	25	--
	2390	100%

**If you could have any job you would like, what would it be?

	N	%
Unskilled	22	2
Semi-skilled	88	3
Skilled	1166	53
Business	264	12
Self-employed	24	1
Artistic	64	3
Professional	498	23
Athletic	37	2
Agriculture	43	2
No Answer	184	--
	2390	100%

After graduation I plan to

	N	%
Go to work	1063	45
Go to college	264	11
Go to work and college	576	24
Go into the military	286	12
Other	176	8
No Answer	25	--
	2390	100%

What is the major reason you are in your vocational program?

	N	%
I chose to be in it	1827	79
My counselor or principal put me in it	116	5
My parents want me in it	55	2
None of the above	392	14
	2390	100%

---

*According to adjusted frequencies (percent).

**The student responded by stating a job. Coders categorized the job.

Who helped you most in choosing your job-skill program?

	N	%*
Parent	323	14
Teacher	127	5
Counselor	161	7
Friend	108	5
Brother or Sister	62	3
Myself	1471	62
Other	111	5
No Answer	27	--
	2390	100%

Are you satisfied with this program?

	N	%
Yes	1950	86
No	312	14
No Answer	128	--
	2390	100%

In making the choice of this job skill, did you think you received enough help?

	N	%
Yes	1415	60
No	339	14
Maybe	616	26
No Answer	20	--
	2390	100%

Do you think your counselor was able to give you enough help in choosing your courses?

	N	%
Yes	1079	45
No	736	31
Don't Know	556	24
No Answer	19	--
	2390	100%

How well do you think your counselor is able to help you make decisions?

	N	%
Good	663	28
Average	1360	57
Poor	355	15
No Answer	12	--
	2390	100%

*According to adjusted frequencies (percent).

Do you think your counselor has enough time for you?

	N	%*
Yes	827	35
No	931	39
Maybe	625	26
No Answer	7	--
	2390	100%

Are there other decisions than job training that you would like a counselor to help you with?

	N	%
Yes	873	37
No	952	40
Maybe	534	23
No Answer	31	--
	2390	100%

Would you like help with

Personal relations with friends?

	N	%
Yes	349	15
No	1680	71
Maybe	328	14
No Answer	33	--
	2390	100%

School courses and grades?

	N	%
Yes	1274	54
No	707	30
Maybe	386	16
No Answer	23	--
	2390	100%

Family situations and problems?

	N	%
Yes	431	18
No	1609	68
Maybe	320	14
No Answer	30	--
	2390	100%

---

*According to adjusted frequencies (percent).

Would you like help with

Rules and regulations?

	N	%*
Yes	544	23
No	1468	62
Maybe	347	15
No Answer	31	--
	2390	100%

Feelings about yourself?

	N	%
Yes	401	17
No	1703	72
Maybe	250	11
No Answer	36	--
	2390	100%

Physical appearance?

	N	%
Yes	392	17
No	1717	73
Maybe	250	10
No Answer	31	--
	2390	100%

Drugs and alcohol?

	N	%
Yes	215	9
No	1977	84
Maybe	164	7
No Answer	34	--
	2390	100%

Financial matters?

	N	%
Yes	819	35
No	1217	52
Maybe	323	14
No Answer	31	--
	2390	100%

*According to adjusted frequencies (percent).

Would you like help with

Health information?

	N	%*
Yes	659	28
No	1370	58
Maybe	324	14
No Answer	37	--
	2390	100%

Recreation?

	N	%
Yes	618	26
No	1427	61
Maybe	303	13
No Answer	42	--
	2390	100%

Job placement?

	N	%
Yes	1500	64
No	551	23
Maybe	304	13
No Answer	35	--
	2390	100%

College selection?

	N	%
Yes	913	40
No	1093	47
Maybe	311	13
No Answer	73	--
	2390	100%

Other?

	N	%
Yes	67	--

*According to adjusted frequencies (percent).

The total public school vocational student population was also surveyed on the Holland instrument. The questions used from "My Vocational Situation" and the students responses in terms of number and percent are illustrated in Table 24.

TABLE [illegible]

Total Public School Population
On Items From J. Holland's Instrument
"My Vocational Situation"

Item	N = 2390	Number	Percent*
I need reassurance that I have made the right choice of occupation.			
True		1110	47
False		1254	53
No Response		26	--
		2390	100
I am concerned that my present interests may change over the years.			
True		1425	60
False		950	40
No Response		15	--
		2390	100
If I had to make an occupational choice right now, I am afraid I would make a bad choice.			
True		515	22
False		1854	78
No response		21	--
		2390	100
I need to find out what kind of career I should follow.			
True		1164	49
False		1203	51
No Response		23	--
		2390	100
Making up my mind about a career has been a long and difficult problem for me.			
True		1024	43
False		1349	57
No Response		17	--
		2390	100
I am confused about the whole problem of deciding on a career.			
True		629	27
False		1735	73
No Response		26	--
		2390	100
I am not sure that my present occupation choice is right for me.			
True		777	33
False		1581	67
No Response		32	--
		2390	100
I am uncertain about the occupation I would enjoy.			
True		841	36
False		1514	64
No Response		35	--
		2390	100
I can't understand how some people can be so set about what they want to do.			
True		831	35
False		1536	65
No Response		23	--
		2390	100

It was possible to derive an identity score from this instrument by ascribing a numerical value of one to "True" answers and zero value to "False" answers. This score, however, is an inverse score. High identity scores for the study show a low sense of vocational identity.

To derive a problem score from the Love-Richmond Vocational Students' Survey, the thirteen help-needs (including "other" - see Appendix II-A) were scored as follows: "Yes" answers, showing need for help, were given a numerical value of one. "Maybe" answers were scored as "yes". The individual scores were summed on all thirteen items and a group mean was derived.

A Pearson Product Moment Correlation showed a positive relationship between problem and identity. There is a statistically significant positive relationship between low vocational identity scores and high problem scores (see Table 25).

TABLE 25

Vocational Identity by Problems
Total Public School Population

Variable	n	M	SD	r
Problems	2390	4.95	3.2	31*
Identity	2390	3.51	3.5	

*p = .001

Comparisons Between City and County Students

The questions asked about name and location of school attended, and the method of computer coding, enabled the researchers to do county by county computer runs. The results of these runs are presented in Table 26.

City (N = 1158) and County (N = 1242) students were grouped and compared on responses to the Love-Richmond Inventory and the Holland instrument. The Chi Square statistic was used.

The County students group differed significantly ($p < .01$) on satisfaction with the County group having slightly more satisfied members. The groups also differed significantly on why their members were in the programs designated ($p < .001$), with more City people uncertain. Jobs wanted also differentiated the groups ($p < .001$), with professional aspirations higher in the city, although unrealistic choices ($p < .001$) were also higher in the City. Siblings had more influence on choice of program in the County and teachers in the City ($p < .001$). County students felt more posit[illegible] about the amount and kind of help they are able to get from counselors ($p < .001$), but differences are slight.

With regard to areas in which help is desired by students, the groups differed only slightly. Personal relations ($p < .05$), courses ($p < .001$), money ($p < .001$), health ($p < .001$), recreation ($p < .001$), job placement ($p < .001$) and college ($p < .001$) differentiated the groups, with City students wanting more help in each of the categories.

It is noted, however, that with the exception of job placement, courses and grades, and college selection, only a minority of students from either City or County want help from their counselors. It is also noted that desired help with feelings about self does not differentiate the groups.

Sex does not significantly differentiate the groups, but race does ($p < .001$). There are many more Black persons in the City group. Plans also differentiate the groups ($p < .01$) with fifty percent of City people (as compared with twenty-one percent of County people) planning to go to college after graduation from high school.

The groups are basically undifferentiated on the Holland items, although Item 1 (reassurance of right choice of occupation) and Item 4 (need to find out what kind of career I should follow) do differentiate the groups, with more City students in doubt and in need of reassurance.

Table 26, which groups the students by LEA's, shows in terms of percent how various County groups differ from the Baltimore City group, and from each other.

Table 26

Student Responses to the Love-Richmond Vocational Student Inventory by LEA*

	Baltimore City	Allegany	Caroline	Carroll	Charles	Somerset	TOTAL Students
1. Number of students surveyed	1158	220	185	233	440	147	2390
2. Sex of students							
male	58.9	63.1	70.5	61.6	52.7	71.3	60.2
female	41.1	36.9	29.5	38.4	47.3	28.7	39.8
3. Race							
Black	77.5	2.3	17.1	4.8	33.2	58.5	49.5
Hispanic	1.0	0.9	---	0.4	1.4	1.4	0.9
Asian	0.5	0.5	1.1	0.4	0.5	---	0.5
Caucasian	18.6	95.9	80.1	91.3	60.6	39.5	46.6
Other	2.4	0.5	1.7	3.0	4.4	0.7	2.5
4. Age							
14 or under	0.6	---	---	---	1.9	---	0.5
15	10.5	---	24.0	0.4	9.8	3.7	9.0
16	28.5	23.6	46.9	41.2	23.7	27.4	29.9
17	32.8	48.6	22.3	47.4	40.8	30.4	36.3
18	21.9	24.5	5.0	9.6	20.4	33.3	20.0
19	4.6	3.4	0.6	0.4	2.6	5.2	3.5
20	0.5	---	---	0.4	0.2	---	0.3
21 or over	0.7	---	1.1	0.4	0.5	---	0.4
Mean age	17 years	17 years	16 years	17 years	17 years	17 years	17 years
5. Present grade							
9	2.1	---	---	---	9.4	4.9	3.1
10	36.6	---	62.0	5.6	14.5	8.5	26.2
11	31.2	48.6	32.0	80.6	37.8	58.5	40.8
12	30.1	51.4	6.0	13.8	38.2	28.2	29.9
6. How are you feeling today?							
great	38.9	33.6	20.2	29.4	30.6	41.5	34.7
average	51.6	59.1	66.1	57.5	56.5	46.9	54.6
terrible	9.6	7.3	13.7	13.2	13.0	11.6	10.7

---

* All numbers in this table are reported in percent, except Number of students (Item 1) and mean age.

	Baltimore City	Allegany	Caroline	Carroll	Charles	Somerset	TOTAL Students
7. **If you could have any job you would like, what would it be?							
unskilled	1.0	2.0	---	---	1.0	1.6	1.6
semi-skilled	1.8	4.5	9.5	5.2	3.8	10.9	2.4
skilled	43.4	75.2	49.7	67.7	50.0	52.3	52.9
business	14.0	1.5	8.9	4.4	17.3	3.9	12.0
self-employed	0.6	3.0	1.8	3.1	0.3	---	1.1
artistic	2.8	0.5	4.0	2.6	3.0	3.9	2.9
professional	26.8	12.9	15.4	10.9	20.5	21.9	22.6
athletic	1.9	0.5	1.8	3.1	0.8	0.8	1.7
agriculture	0.1	---	9.0	3.1	3.5	4.7	1.9
8. After graduation I plan to							
go to work	33.1	64.1	53.0	70.4	49.4	50.3	44.9
go to college	16.2	4.1	6.0	5.7	7.8	9.0	11.2
go to college and work	35.0	9.7	15.0	11.7	18.8	16.6	24.4
go into the military	11.9	9.2	15.0	5.7	14.6	17.9	12.1
other	3.8	12.9	10.8	6.1	9.4	6.2	7.5
9. What is the major reason you are in your vocational program?							
I chose to be in it	75.1	87.2	81.0	87.9	78.8	83.3	79.1
My counselor or principal put me in it	7.2	3.2	3.3	1.7	2.6	4.2	5.0
My parents want me in it	2.5	1.4	0.5	3.4	3.1	1.4	2.4
None of the above	15.2	8.2	15.2	6.9	15.4	11.1	13.5
10. Who helped you most in choosing your job skill program?							
parent	13.7	15.5	10.3	13.7	16.7	6.2	13.7
teacher	7.6	1.4	5.0	0.9	4.3	5.5	5.4
counselor	7.0	10.9	3.8	4.7	6.4	7.5	6.8
friend	3.3	6.8	6.5	6.4	5.9	2.1	4.6
brother or sister	2.2	2.7	4.3	1.3	2.7	5.5	2.6
myself	62.3	55.5	65.2	65.7	58.7	71.9	62.3
other	3.8	7.3	4.9	7.3	5.2	1.4	4.7

** The students responded by stating a job. Coders categorized the job.

	Baltimore City	Allegany	Caroline	Carroll	Charles	Somerset	TOTAL Students
11 Are you satisfied with this program?							
yes	84.0	96.8	67.0	97.0	85.1	94.5	
no	16.0	3.2	32.0	3.0	14.6	5.5	
12. In making the choice of this job skill, did you think you received enough help?							
yes	53.1	78.5	58.4	68.5	58.5	72.8	59.7
no	18.0	4.6	16.2	11.6	12.4	8.2	14.3
maybe	28.9	16.9	25.4	19.8	29.1	19.0	26.0
13 Do you think your counselor was able to give you enough help in choosing your courses?							
yes	41.6	67.3	36.8	53.2	42.9	51.7	45.5
no	37.1	12.3	32.0	23.6	32.1	18.4	31.0
don't know	21.3	20.5	31.4	23.2	25.0	29.9	23.5
14. How well do you think your counselor is able to help you make decisions?							
good	23.6	43.8	24.9	31.0	28.9	34.5	27.9
average	58.4	47.9	55.7	56.0	60.6	55.2	57.2
poor	18.0	8.2	19.5	13.0	10.6	10.3	14.9
15. Do you think your counselor has enough time for you?							
yes	25.3	54.8	26.0	52.2	39.8	46.3	34.7
no	47.8	21.0	46.5	24.6	34.8	23.8	39.1
maybe	26.9	24.2	27.5	23.3	25.4	29.9	26.2
16. Are there other decisions than job training that you would like a counselor to help you with?							
yes	43.3	30.7	26.5	26.3	35.7	29.4	37.0
no	33.8	46.8	46.5	51.3	43.4	49.0	40.4
maybe	22.9	22.5	27.0	22.4	21.0	21.7	22.6

	Baltimore City	Allegany	Caroline	Carroll	Charles	Somerset	TOTAL Students
17. Would you like help with							
Personal relations with friends?							
yes	14.8	12.7	16.2	9.0	19.4	12.7	14.8
no	69.5	72.3	72.0	83.3	67.8	72.5	71.3
maybe	15.7	15.0	12.0	7.7	12.7	14.8	13.9
	***(3.7)	(6.9)	(12.6)	(9.2)	(6.8)	(8.8)	(6.1)
School courses and grades?							
yes	60.7	38.2	49.5	46.4	52.9	44.4	53.8
no	23.1	44.1	34.2	39.0	30.9	37.5	29.9
maybe	16.1	17.7	16.3	14.6	16.2	18.1	16.3
	(18.9)	(12.5)	(16.0)	(14.7)	(11.3)	(19.9)	(16.0)
Family situations and problems?							
yes	18.5	22.0	17.4	17.2	18.2	14.7	18.3
no	67.9	65.1	66.3	71.7	66.7	74.8	68.2
maybe	13.6	12.8	16.3	11.2	15.2	10.5	13.6
	(6.8)	(10.6)	(5.7)	(6.9)	(9.9)	(5.1)	(7.1)
Rules and regulations?							
yes	23.0	20.0	17.4	21.0	28.8	22.0	23.1
no	62.1	62.3	66.3	64.8	58.4	64.5	62.2
maybe	14.9	17.7	16.3	14.2	12.8	13.5	14.7
	(1.2)	(0.9)	(0.6)	(1.4)	(2.6)	(1.5)	(1.4)
Feelings about yourself?							
yes	16.3	15.1	18.5	16.7	19.1	19.0	17.0
no	72.9	72.1	70.1	75.5	69.4	74.6	72.3
maybe	10.8	12.8	11.4	7.7	11.5	6.3	10.6
	(6.4)	(7.4)	(1.1)	(6.9)	(8.3)	(5.9)	(6.5)
Physical appearance?							
yes	16.2	13.2	24.3	15.5	17.9	13.3	16.6
no	73.6	77.7	63.8	76.4	69.0	75.5	72.8
maybe	10.2	9.1	11.9	8.2	13.1	11.2	10.6
	(2.5)	(3.2)	(5.7)	(2.3)	(3.6)	(1.5)	(2.7)

*** Percent ranking the item as most important in parentheses.

	Baltimore City	Allegany	Caroline	Carroll	Charles	Somerset	TOTAL Students
Would you like help with							
Drugs and alcohol?							
yes	9.5	11.5	7.0	9.0	8.9	6.3	9.1
no	84.2	80.3	82.2	85.0	83.3	88.7	83.9
maybe	6.3	8.3	10.8	6.0	7.8	4.9	7.0
	***(1.0)	(3.2)	(13.1)	(8.3)	(3.8)	(2.9)	(3.5)
Financial matters?							
yes	39.8	30.1	22.8	28.8	31.0	36.8	34.7
no	46.1	55.7	60.9	60.9	54.6	53.5	51.6
maybe	14.1	14.2	16.3	10.3	14.4	9.7	13.7
	(6.6)	(4.6)	(6.9)	(6.4)	(5.9)	(5.9)	(6.3)
Health information?							
yes	33.0	16.9	22.8	19.7	25.9	31.9	28.0
no	54.2	67.1	60.9	70.8	57.7	53.9	58.2
maybe	12.8	16.0	16.3	9.4	16.4	14.2	13.8
	(3.3)	(3.2)	(0.6)	(1.8)	(1.7)	(3.7)	(2.6)
Recreation?							
yes	29.9	17.4	26.6	21.2	25.5	23.2	26.3
no	56.8	71.7	61.4	66.2	60.0	66.2	60.8
maybe	13.3	11.6	12.0	12.6	14.5	10.6	12.9
	(1.3)	(1.4)	(1.7)	(0.5)	(0.7)	(1.5)	(1.1)
Job placement?							
yes	71.6	60.3	47.6	57.6	58.9	52.4	63.7
no	17.2	26.0	43.2	25.1	25.5	32.9	23.4
maybe	11.2	13.7	9.7	17.3	15.5	14.7	12.9
	(27.1)	(33.3)	(20.0)	(33.5)	(30.7)	(34.6)	(28.9)
College selection?							
yes	50.4	25.1	27.7	26.1	35.1	23.2	39.4
no	33.7	64.7	59.8	63.9	52.0	69.0	47.2
maybe	15.9	10.2	12.5	10.0	12.9	7.7	13.4
	(12.0)	(4.6)	(8.0)	(4.1)	(8.5)	(5.1)	(9.2)

*** Percent ranking the item as most important in parentheses.

Comparison of Baltimore City Groups

The largest LEA surveyed in terms of numbers was Baltimore City (N = 1158). Vocational Education students were sampled from a variety of schools. The general vocational school tapped was Houston Woods. The two vocational technical schools used were Carver and Mergenthaler. Lake Clifton, Northern, Northwestern and Southwestern are comprehensive senior high schools. Table 27 groups the students by school, and comparisons were made in terms of percent. It is noted that ninth graders comprised only two percent of the Baltimore City sample and these are housed in the general vocational school. The Houston Woods students compared favorably with others in terms of receiving enough help in choice of job-skill program and in terms of amount of help received from counselors in choosing courses. More Houston Woods students were emphatic about wishing to receive help with feelings about self than were students in the other Baltimore City Public Schools.

In general, there is very little between-groups difference among the students in the various City schools, although Northern and Northwestern have significantly more vocational education students aspiring to professions than the other schools, and fewer in the skilled area. This, perhaps, reflects the values of the neighborhood environment.

Table 27

Baltimore City Public Schools'
Student Responses*
to the Love-Richmond Inventory

	Carver	Houston-Woods	Lake Clifton	Mergenthaler	Northern	Northwestern	Southwestern	TOTAL Baltimore City
1. **Number of students surveyed**	210	114	125	143	200	230	136	1158
2. **Sex of students**								
male	48.3	43.8	94.1	77.1	49.5	44.4	75.0	58.9
female	51.7	56.3	5.9	22.9	50.5	55.6	25.0	41.1
3. Race								
Black	97.1	93.8	70.8	56.4	57.0	86.8	76.3	77.5
Hispanic	0	1.8	0.8	0.7	0.5	2.2	0.7	1.0
Asian	0	1.8	0	1.4	0.5	0.4	0	0.5
Caucasian	1.0	0	27.5	37.9	41.0	5.7	22.2	18.6
Other	1.9	2.7	0.8	3.6	1.0	4.8	0.7	2.4
4. Age								
14 or under	0	11.9	0	0	0	0.5	0	0.6
15	27.5	9.3	10.2	21.2	1.1	1.5	2.5	10.5
16	56.5	29.9	23.1	30.7	16.3	22.3	15.0	28.5
17	14.0	36.6	40.7	29.9	42.1	38.6	35.3	32.8
18	1.5	15.0	19.4	10.9	35.8	29.7	40.6	21.9
19	0	8.4	5.6	4.4	4.2	6.9	5.3	4.6
20	0.5	0	0	0.7	0.5	0	1.5	0.5
21 or over	0	1.9	0.9	2.2	0	0.5	0	0.7
Mean age	16 years	17 years	17 years	16.5 years	17 years	17 years	17 years	17 years
5. Present grade								
9	0	20.5	0	0	0	0.4	0	2.1
10	98.1	33.0	35.8	51.4	8.7	11.4	13.5	36.6
11	1.9	24.1	36.6	34.8	36.4	46.9	39.1	31.2
12	0	22.3	27.6	13.8	54.9	41.2	47.4	30.1
Mean grade								11
6. How are you feeling today?								
great	38.8	50.9	38.4	35.2	33.5	40.2	38.8	38.9
average	53.1	40.2	56.8	43.7	57.4	51.5	53.7	51.6
terrible	8.1	8.9	4.8	21.1	9.1	8.3	7.5	9.6

* All numbers in this table are reported in percent, except Number of students (Item 1) and mean age.

	Carver	Houston-Woods	Lake Clifton	Mergenthaler	Northern	Northwestern	Southwestern	TOTAL Baltimore City
7. **If you could have any job you would like, what would it be?								
unskilled	0	2.0	0	2.9	1.1	1.4	0.8	1.0
semi-skilled	2.0	2.0	5.0	---	0.6	1.9	3.0	1.8
skilled	54.0	47.5	73.1	61.3	31.3	29.8	45.5	43.4
business	10.1	20.8	1.7	4.2	20.5	25.5	20.5	14.0
self-employed	0.5	2.0	0	0.7	0.6	0.5	0.8	0.6
artistic	3.0	2.0	1.7	8.0	3.4	1.4	2.3	2.8
professional	27.3	22.8	15.1	22.6	39.8	39.4	24.2	26.8
athletic	3.0	1.0	3.8	2.2	2.3	0	3.0	1.9
agriculture	0	0	0	0	0.6	0	0	0.1
8. After graduation I plan to								
go to work	25.4	34.8	47.6	38.5	36.9	21.8	33.1	33.1
go to college	14.4	13.2	13.7	14.7	13.8	22.2	16.2	16.2
go to work and college	43.5	42.0	16.9	26.6	34.4	43.6	23.5	35.0
go into the military	12.0	7.1	12.1	14.7	8.7	8.4	21.3	11.9
other	4.7	2.7	9.7	5.6	6.2	4.0	5.9	3.8
9. What is the major reason you are in your vocational program?								
I chose to be in it	76.3	78.8	78.2	79.7	74.6	65.0	78.0	75.1
My counselor or principal put me in it	7.7	8.8	4.8	0.7	7.0	6.9	15.2	7.2
My parents want me in it	1.0	2.7	3.2	4.9	2.7	2.5	1.5	2.5
None of the above	15.0	9.7	13.7	14.7	15.7	25.6	5.3	15.2
10. Who helped you most in choosing your job skill program?								
parent	13.4	8.0	8.1	16.4	14.7	20.1	9.6	13.7
teacher	5.7	11.6	11.3	4.3	7.3	4.0	13.3	7.6
counselor	9.1	13.4	0.8	5.7	6.3	5.4	9.6	7.0
friend	3.3	1.8	4.8	4.3	4.2	2.2	2.2	3.3
brother or sister	5.3	1.8	3.2	1.4	2.6	0.9	2.2	2.2
myself	59.8	60.7	70.2	60.7	63.4	63.8	57.8	62.3
other	5.2	2.7	1.6	7.1	1.7	3.5	5.1	3.8

** The students responded by stating a job. Coders categorized the job.

	Carver	Houston-Woods	Lake Clifton	Mergenthaler	Northern	Northwestern	Southwestern	TOTAL Baltimore City
11. Are you satisfied with this program?								
yes	85.4	84.8	88.6	84.2	82.1	74.7	89.9	84.0
no	14.6	15.2	11.4	15.8	17.9	25.2	10.1	16.0
12. In making the choice of this job skill, did you think you received enough help?								
yes	48.6	62.8	57.9	61.3	50.3	48.5	50.7	53.1
no	20.0	8.8	17.4	18.3	19.2	17.9	21.3	18.0
maybe	31.4	28.3	24.8	20.4	30.6	33.6	27.9	28.9
13. Do you think your counselor was able to give you enough help in choosing your courses?								
yes	45.6	55.0	39.0	38.0	32.3	45.0	38.1	41.6
no	34.0	24.3	38.2	39.4	48.0	38.0	31.3	37.1
don't know	20.4	20.7	22.8	22.5	19.7	17.0	30.6	21.3
14. How well do you think your counselor is able to help you make decisions?								
good	23.9	40.7	22.6	20.3	18.0	21.8	24.3	23.6
average	64.1	53.1	55.6	61.5	50.0	59.4	64.0	58.4
poor	12.0	6.2	21.8	18.5	32.0	18.8	11.8	18.0
15. Do you think your counselor has enough time for you?								
yes	25.8	34.5	17.7	25.9	22.1	22.3	33.1	25.3
no	38.3	40.7	58.1	49.0	55.3	51.5	40.4	47.8
maybe	35.9	24.8	24.2	25.2	22.6	26.2	26.5	26.9
16. Are there other decisions that you would like a counselor to help you with?								
yes	44.4	50.4	39.0	45.8	42.0	44.2	32.6	43.3
no	29.3	33.6	38.2	31.0	40.0	30.1	40.7	33.8
maybe	26.3	15.9	22.8	23.2	18.0	25.7	26.7	22.9

	Carver	Houston-Woods	Lake Clifton	Mergenthaler	Northern	Northwestern	Southwestern	TOTAL Baltimore City
17. Would you like help with								
Personal relations with friends?								
yes	14.4	18.0	13.9	11.4	14.3	16.8	14.3	14.8
no	67.1	73.9	76.2	72.1	75.0	61.9	65.4	69.5
maybe	18.6	8.1	9.8	16.4	10.7	21.2	20.3	15.7
	***(2.9)	(4.7)	(4.3)	(5.0)	(6.0)	(2.3)	(1.5)	(3.7)
School courses and grades?								
yes	69.0	64.9	52.8	47.6	59.6	67.1	56.7	60.7
no	15.7	25.2	32.0	30.8	25.3	15.6	26.1	23.1
maybe	15.2	9.9	15.2	21.7	15.2	17.3	17.2	16.1
	(22.3)	(29.2)	(16.2)	(19.9)	(16.5)	(14.7)	(12.8)	(18.4)
Family situations and problems?								
yes	15.7	24.3	19.4	17.0	17.7	18.4	20.3	18.5
no	70.0	64.9	71.8	71.6	72.2	62.8	61.7	67.9
maybe	14.3	10.8	8.9	11.3	10.1	18.8	18.0	13.6
	(4.9)	(5.7)	(9.4)	(11.3)	(3.8)	(4.6)	(11.3)	(6.8)
Rules and regulations?								
yes	23.8	25.2	17.9	28.6	17.2	27.4	20.5	23.0
no	51.8	64.9	68.3	61.4	64.6	57.0	65.9	62.1
maybe	18.1	9.9	13.8	10.0	18.2	15.7	13.6	14.9
	(1.0)	(0.9)	(1.7)	(---)	(0.5)	(2.3)	(1.5)	(1.2)
Feelings about yourself?								
yes	16.7	22.5	13.7	15.1	12.6	18.8	15.4	16.3
no	70.5	72.1	77.4	76.3	75.3	68.2	73.8	72.9
maybe	12.9	5.4	8.9	8.6	12.1	13.0	10.8	10.8
	(5.3)	(11.3)	(5.1)	(5.7)	(6.0)	(6.9)	(6.0)	(6.4)
Physical appearance?								
yes	13.9	20.7	13.0	11.4	13.7	20.6	20.5	16.2
no	73.2	74.8	82.9	80.7	75.1	64.6	69.7	73.6
maybe	12.9	4.5	4.1	7.9	11.2	14.8	9.8	10.2
	(1.9)	(2.8)	(3.4)	(1.4)	(2.7)	(3.7)	(0.8)	(2.5)

*** Percent ranking the item as most important in parentheses.

	Carver	Houston-Woods	Lake Clifton	Mergenthaler	Northern	Northwestern	Southwestern	TOTAL Baltimore City
Would you like help with								
Drugs and alcohol?								
yes	9.0	11.0	4.1	7.1	8.6	14.3	9.9	9.5
no	84.3	83.5	91.1	86.4	88.9	79.5	77.1	84.2
maybe	6.7	5.5	4.9	6.4	2.5	6.3	13.0	6.3
***	(1.0)	(---)	(1.7)	(2.1)	(1.6)	(0.5)	(---)	(1.0)
Financial matters?								
yes	38.5	32.4	37.7	38.1	40.2	44.1	43.7	39.8
no	43.3	56.8	48.4	50.4	53.3	37.4	39.3	46.1
maybe	18.3	10.8	13.9	11.5	6.5	18.5	17.0	14.1
	(3.9)	(3.8)	(9.4)	(7.1)	(5.5)	(8.8)	(8.3)	(6.6)
Health information?								
yes	35.2	34.8	29.3	23.6	27.1	40.0	38.6	33.0
no	50.0	54.5	56.1	65.0	65.3	46.4	43.9	54.2
maybe	14.8	10.7	14.6	11.4	7.5	13.6	17.4	12.8
	(2.4)	(5.2)	(3.4)	(0.7)	(2.2)	(4.6)	(4.5)	(3.3)
Recreation?								
yes	27.8	29.7	34.1	31.9	25.3	33.6	27.9	29.9
no	56.9	62.2	53.7	57.4	63.9	50.7	54.3	56.8
maybe	15.3	8.1	12.2	10.6	10.8	15.7	17.8	13.3
	(0.5)	(1.9)	(1.7)	(---)	(1.6)	(2.8)	(0)	(1.3)
Job placement?								
yes	83.3	65.8	61.8	70.4	68.9	73.3	68.9	71.6
no	10.0	22.5	21.1	17.6	20.4	16.0	17.4	17.2
maybe	6.7	11.7	17.1	12.0	10.7	10.7	13.6	11.2
	(30.1)	(20.8)	(23.1)	(25.5)	(34.1)	(21.7)	(32.3)	(27.1)
College selection?								
yes	62.3	51.4	38.3	47.5	42.5	58.8	43.0	50.4
no	22.2	31.5	45.0	37.4	43.0	24.1	41.4	33.7
maybe	15.5	17.1	16.7	15.1	14.5	17.1	15.6	15.9
	(11.7)	(6.6)	(11.1)	(10.6)	(7.7)	(17.5)	(15.8)	(12.0)

*** Percent ranking the item as most important in parentheses.

Comparisons were also made between City and County groups on the vocational skills program in which the students were enrolled. The Chi Square statistic was used to make the comparison, and the groups were found to be significantly different ($p < .01$) on this variable. Table 28 shows the percentage of students sampled by City and County in the various skill programs.

TABLE 28

Comparisons of City and County Students on Vocational Skills Program*

Program		County (N=1228) Number	County (N=1228) Percent	City (N=1144) Number	City (N=1144) Percent
0	Don't know or no answer	72	6**	148	13
1	Agricultural Production	44	4	--	--
2	Air Conditioning	13	1	11	1
3	Air Cond. & Refrigeration	13	1	11	1
4	Auto Mechanics	112	9**	17	2
5	Auto Service Station Attendant	--	--	1	--
6	Air Conditioning, Heating, Plumbing & Electricity	8	1	--	--
9	Blueprint Reading	--	--	11	1
10	Body & Fender	13	1	--	--
11	Data Processing	30	2	3	--
12	Business Machine Maintenance	5	1	50	4**
13	Building & Grounds Maintenance	--	--	2	--
14	Commercial Skills (Business)	11	1	8	1
16	Commercial Arts	--	--	37	3
17	Construction Maintenance	9	1	2	--
19	Cosmetology	111	9**	50	4**
20	Care & Guidance of Children	17	1	11	1
21	Carpentry	84	7**	40	4
24	Clerk Typist	13	1	6	1
30	Diesel Mechanic	1	--	--	--
31	Drafting	36	3	107	9**
32	Dry Cleaning	11	1	20	2
33	Electricity	17	1	16	1
34	Electronics Occupations	5	1	51	5**
35	Electrical Appliances	-	--	28	2
36	Electrical Occupation	4	1	39	3
37	Electronic Technology	11	1	14	1
38	Office Machine & Gen. Office	1		11	1

	County (N=1228)		City (N=1144)	
Program	Number	Percent	Number	Percent
40 Floor Covering	--	--	8	1
41 Food Production Service	66	5**	15	1
42 Office Clerks	--	--	3	--
43 General Merchandise	2	--	1	--
44 Graphic Arts	1	1	1	--
47 Health Occupations	47	4	--	--
48 Home Equipment Service	3	--	3	--
49 Industrial Electronics	10	1	27	2
50 Industrial Sewing	--	--	46	4
51 Maintenance Mechanics	1	--	3	--
52 Billing Bookkeeper Machine Operator	3	--	1	--
53 Machine Tool Operator	--	--	1	--
55 Machine Shop	34	3	40	4
56 Masonry	32	3	20	2
57 Marine Culture & Harvest	11	1	--	--
58 Needle Trades	6	1	2	11
59 Nursing Assistance	34	3	11	1
60 Ornamental Horticulture	49	4	--	--
61 Occupational Home Economics	9	1	13	1
62 Painting & Decorating	--	--	13	1
63 Packaging Mechanics	--	--	2	--
64 Plumbing & Pipefitting	16	1	10	1
65 Practical Vocational Nursing	6	1	1	--
68 Sheet Metal Welding	19	2	--	--
69 Shoe Repair	--	--	10	1
70 Small Engine Mechanics	2	--	1	--
72 Stenographer (Secretary)	8	1	16	1
75 Tailoring	--	--	34	3
76 Vocational Agricultural Production	7	1	--	--
77 Vocational Evaluation	1	--	1	--
78 Upholstering	--	--	6	1
79 Welding & Cutting	51	4**	13	1
80 Work Study	--	--	1	--
81 Exploratory	52	4**	6	1
82 Work Attitudes	2	--	--	--
83 Industrial Arts	--	1	1	--
85 Materials Handling	7	1	--	--
86 Industrial Technology	21	2	--	--
87 Textiles	17	1	--	--
89 Printing & Publishing	22	2	14	1
90 Academic	--	--	--	--

*Chi Square ($p < .01$)

**Program with 50 or more students

A Comparison of Satisfied and Dissatisfied Groups

The total student population was asked about satisfaction with their job-skill program. Possible answers were: "yes", "no", "no answer". All students fell into one of these three categories. The Chi Square statistic was used to compare the answers to see if the groups were differentiated by this variable on the other variables measured.

The dissatisfied group did not report feeling as good as the satisfied group ($p < .001$). The dissatisfied tended to be in lower grades ($p < .001$) than the satisfied group. They also were less realistic in terms of job choice ($p < .001$), tending to think they did not receive enough help ($p < .001$). They differed in a negative direction from the satisfied groups in the degree to which they felt their counselors were able to help in course choice and decision making ($p < .001$).

Dissatisfied students did not differ significantly from satisfied students in whether there were other decisions than job training with which they wanted help. Forty-four percent of the dissatisfied students wanted other counseling and thirty-six percent of the satisfied wanted it. Like the satisfied students, most of the self-identified dissatisfied ones wanted help with courses (fifty-seven percent), and job placement (sixty-three percent). Like the other students, most did not want help with the other areas under study.

The dissatisfied student group was differentiated from the satisfied group in that most thought their counselor did not have enough time for them (fifty-one percent) and significantly more dissatisfied (twenty-nine percent) than satisfied (twelve percent) rated the counseling service as poor ($p < .001$).

Sex was unrelated to satisfaction in job-skill areas. Future plans did not differentiate the groups, but age did. The older students tended to report less dissatisfaction ($p < .001$).

On Holland's identity scale, the dissatisfied group was differentiated from the satisfied group on need for reassurance ($p < .001$), concern about interests changing over time ($p < .05$), fear of choice ($p < .001$), feeling confused ($p < .001$), and uncertainty about choice ($p < .001$). Dissatisfied and satisfied students do not differ significantly on ability to understand how some people are so set in what they want to do, and on uncertainty over what occupation they might enjoy. Satisfied and dissatisfied students remained undifferentiated in their need to find out what kind of career to follow, and on making up their mind regarding what career to follow.

Satisfaction by Vocational Skills Program

The vocational skills program that students were in was compared against the satisfaction variable in cases where more than twenty students were in the program. The highest percentage of dissatisfied students were in the category marked "unknown" (forty-eight percent). The next highest number of dissatisfied students were in the exploratory program. Table 29 illustrates the program by satisfaction in the program with more than twenty persons. Table 30 shows satisfaction by rank order.

TABLE 29

Satisfaction with Program

Programs With More Than Twenty Students

Program	Satisfied Number	Satisfied Percent	Dissatisfied Number	Dissatisfied Percent	Total Number
Unknown	76	52	70	48	146
Agricultural Production	30	71	12	29	42
Air Cond./Refrigeration	22	96	1	4	23
Auto Mechanics	113	90	13	10	126
Business Machine Maintenance	51	93	4	7	55
Commercial Arts	27	75	9	25	36
Cosmetology	147	93	11	7	158
Care of Children	23	96	1	4	24
Carpentry	109	88	15	12	124
Drafting	116	84	23	16	139
Electricity	31	93	2	6	33
Electronic Occupations	54	93	4	7	58
Electrical Appliances	26	93	2	7	28
Electrical Occupations	83	98	2	2	85
Electronic Technology	33	92	3	8	36
Food Service	69	89	9	11	78
Health Occupations	46	98	1	2	47
Industrial Electronics	29	78	8	22	37
Industrial Sewing	38	84	7	16	45
Machine Shop	69	95	4	5	73
Masonry	50	96	2	4	52
Nursing Assistant	40	91	4	9	44
Ornamental Horticulture	34	74	12	26	46
Plumbing/Pipe Fitting	24	92	2	8	26
Radio/TV Repair	19	70	8	30	27
Printing/Publishing	35	97	1	3	36
Stenographer/Secretary	22	92	2	8	24
Tailoring	31	91	3	9	34
Welding/Cutting	62	97	2	3	64
Exploratory	34	61	22	40	56

TABLE 30

Vocational Programs by Satisfaction

Rank Order

Rank	Program	Number	Percent Satisfied
1	Industrial Technology	21	100
2	Health Occupations	47	97.9
3	Electrical Occupations	85	97.6
4	Printing/Publishing	36	97.2
5	Welding and Cutting	64	96.9
6	Masonry	52	96.2
7	Care/Guidance of Children	24	95.8
8	Air Conditioning/Refrigeration	23	95.7
9	Machine Shop	73	94.5
10	Electricity	33	93.9
11	Electronics Occupations	58	93.1
12	Cosmotology	158	93.0
13	Electrical Appliances	28	92.9
14	Business Machine Maintenance	55	92.7
15	Plumbing/Pipefitting	26	92.3
16	Electronic Technology	36	91.7
17	Stenographer/Secretary	24	91.7
18	Tailoring	34	91.2
19	Nursing Assistance	44	90.9
20	Auto Mechanics	126	89.7
21	Food Production Service	78	88.5
22	Carpentry	134	87.9
23	Data Processing/Computer	33	84.8
24	Industrial Sewing	45	84.4
25	Drafting	116	83.5
26	Air Conditioning	21	81.0
27	Industrial Electronics	37	78.4
28	Commercial Arts	36	75.0
29	Ornamental Horticulture	46	73.9
30	Agricultural Production	42	71.4
31	Radio/TV Repair	27	70.4
32	Exploratory	56	60.7
33	Didn't Indicate Program	146	52.1

It has previously been stated that the older students are, in general, more satisfied with their programs. Attrition of dissatisfied students and school drop-outs after age sixteen partially accounts for this finding. The exploratory program was found to be one with a high dissatisfaction rate (forty percent). It is noted that eighty-five percent of the students in the exploratory program are under seventeen years of age, the mean age of the total sample. A distribution within program by age is illustrated in Table 31.

TABLE 31

Distribution within Program by Age*

Number of Program	Name of Program	14	15	16	17	18	19	20	21	Mean Age	N M	N F	TOTAL
0	Don't Know or No Answer	3 2%	17 8%	53 26%	69 34%	52 25%	9 4%	0	0	16.9	217	155	372
19	Cosmetology	0	21 13%	62 40%	61 40%	9 6%	2 1%	1 2%	0	16.4	3	156	159
4	Auto Mechanics	0	5 4%	31 25%	50 40%	31 25%	7 6%	0	0	17.0	125	0	125
31	Drafting	0	7 5%	34 26%	55 41%	33 25%	4 3%	0	0	16.9	121	0	121
21	Carpentry	0	16 14%	45 38%	35 30%	17 14%	5 4%	0	0	16.6	118	0	119
36	Electrical Occupations	0	10 13%	26 34%	29 38%	8 10%	4 5%	0	0	16.6	82	0	82
55	Machine Shop	0	2 3%	14 20%	30 44%	19 28%	3 4%	1 1%	0	17.1	70	2	72
79	Welding and Cutting	0	0	17 28%	25 42%	15 25%	1 2%	0	2 3%	17.4	61	2	63
41	Food Production Service	0	1 1%	21 26%	32 40%	25 32%	1 1%	0	0	17.1	0	60	60
34	Electronics Occupations	0	3 5%	7 12%	23 40%	12 21%	10 18%	1 2%	1 2%	17.5	57	2	59
56	Masonry	0	4 9%	11 23%	17 36%	11 23%	4 9%	0	0	17.0	51	1	52
47	Health Occupations	0	1 2%	17 38%	22 49%	5 11%	0	0	0	16.7	0	47	47

*Discrepancy by age distribution and total due to missing data on questionnaire; programs with 20 or more persons.

Number of Program	Name of Program	14	15	16	17	18	19	20	21	Mean Age	N M	N F	TOTAL
1	Agricultural Production	1 2%	7 16%	13 30%	14 33%	6 14%	1 2%	0	1	16.4	44	2	46
59	Nursing Assistance	0	0	8 19%	21 49%	14 33%	0	0	0	17.1	3	42	45
50	Industrial Sewing	0	11 26%	11 28%	8 20%	7 18%	2 5%	0	1 3%	16.6	0	44	44
81	Exploratory	0	20 37%	26 48%	5 9%	2 4%	1 2%	0	0	15.9	40	0	40
49	Industrial Electronics	1 3%	8 22%	13 36%	7 19%	5 14%	2 6%	0	0	16.4	32	0	32
12	Business Machine Maintenance	0	1 2%	8 15%	20 37%	18 33%	6 11%	1 2%	0	17.4	0	32	32
37	Electronic Technology	0	0	11 31%	12 33%	10 28%	2 6%	1 3%	0	17.1	32	0	32
33	Electricity	0	0	10 33%	10 33%	8 27%	2 7%	0	0	17.1	30	2	32
75	Tailoring	1 3%	0	16 50%	12 38%	2 6%	1 3%	0	0	16.5	0	29	29
60	Ornamental Horticulture	2 4%	4 9%	26 57%	9 20%	4 9%	1 7%	0	0	16.3	0	28	28
35	Electrical Appliances	0	0	4 15%	12 44%	11 41%	0	0	0	17.3	28	0	28
89	Printing/Publishing	0	4 11%	14 40%	14 40%	3 9%	0	0	0	16.5	0	27	27
16	Commercial Arts	0	17 47%	16 44%	2 6%	1 3%	0	0	0	15.6	26	0	26

*Discrepancy by age distribution and total due to missing data on questionnaire; programs with 20 or more persons.

Number of Program	Name of Program	14	15	16	17	18	19	20	21	Mean Age	N M	N F	TOTAL*
67	Radio and TV Repair	0	0	7 26%	10 37%	7 26%	0	0	3 11%	17.4	25	1	26
20	Care and Guidance of Children	1 4%	0	4 16%	8 32%	9 36%	1 4%	1 4%	1 4%	17.4	1	24	25
72	Stenographers and Secretary	0	1 4%	2 8%	10 42%	11 46%	0	0	0	17.3	1	23	24
64	Plumbing and Pipefitting	0	0	8 33%	11 46%	4 17%	1 4%	0	0	16.9	22	2	24
3	Air Conditioning and Refrigeration	0	3 13%	7 29%	13 54%	1 4%	0	0	0	16.5	24	0	24
12	Business Machine Maintenance	0	1 2%	8 15%	20 37%	18 33%	6 11%	1 2%	0	17.4	23	0	23
11	Data Processing	0	4 12%	10 30%	16 49%	3 9%	0	0	0	16.6	0	22	22
2	Air Conditioning	0	2 10%	8 40%	3 15%	7 35%	0	0	0	16.8	19	3	22
86	Industrial Technology	0	0	4 20%	7 35%	9 45%	0	0	0	17.3	20	1	21

*Discrepancy by age distribution and total due to missing data on questionnaire; programs with 20 or more persons.

Realism of job choice, like satisfaction with program, was found to be related to age. Job choices were classified as realistic if the jobs students said they seek were related to the programs the students were in. Table 32 illustrates that realism in job choice is a function of age for both males and females.

TABLE 32

Realistic Job Choices by Age

	14	15	16	17	18	19	20	21	23
Males									
Realistic	2	79	232	321	193	35	4	3	0
	50%	75%	70%	75%	81%	80%	80%	100%	--
Unrealistic	2	26	99	100	44	9	1	0	0
	50%	25%	30%	26%	29%	21%	20%	--	--
Total	4	105	331	421	237	44	5	3	0
Females									
Realistic	3	42	181	211	107	16	0	2	1
	75%	62%	71%	72%	72%	80%	--	100%	100%
Unrealistic	1	26	74	81	42	4	0	0	0
	25%	38%	29%	28%	28%	20%	--	--	--
Total	4	68	255	292	149	20	0	2	1
Total									
Realistic	5	121	413	532	300	51	4	5	1
	63%	70%	71%	75%	78%	80%	80%	100%	100%
Unrealistic	3	52	173	181	86	13	1	0	0
	38%	30%	30%	25%	22%	20%	20%	--	--

Comparisons of Students by Sex on Job Skill and Job Wanted

The Chi Square statistic was used to see if sex significantly differentiated the groups on the items on the Love-Richmond Vocational Student Inventory. Sex did not differentiate the groups on satisfaction with programs, however, sex did differentiate the groups on the job wanted variable ($p < .001$). Females tended toward wanting professional and office careers more than did males. Table 33 illustrates the finding in terms of numbers and percents: Men were more interested in skilled labor, women in office and professional work; and, in general, the aspirations of females were higher than those of males.

TABLE 33

Comparison of Male and Female Students on Type of Job Desired

	Unskilled	Semi-skilled	Skilled	Office	Self-employed	Artistic	Professional	Athletic	Agriculture
Male	9 1%	61 5%	815 63%	60 5%	20 2%	38 3%	216 17%	36 3%	34 3%
Female	10 1%	22 3%	338 39%	199 23%	4 1%	25 3%	271 31%	1 .1%	8 1%

Help Needs

Females were somewhat more inclined to state that they were helped by family and less inclined to depend solely on self in choice of job skill program ($p < .01$). Females rated their counselors better than males did ($p < .05$) and want more help with family relations than males ($p < .001$). They also claim to want more help with self-esteem ($p < .001$). Females were more apt to wish to receive help with appearance, health, courses and college ($p < .01$), than males. How males and females compare on help needs is shown in Table 34.

TABLE 34

Comparison of Male and Female Students by Help Needs
(Total N = 2390)

	Male	Female
Personal Relations	199 14%	140 15%
Courses	701 50%	551 60%
Family	228 16%	196 21%
Rules	316 23%	220 24%
Self	209 15%	185 20%
Appearance	205 15%	179 19%
Alcohol and Drugs	125 9%	83 9%
Financial	483 35%	322 35%
Health	363 26%	285 31%
Recreation	371 27%	232 25%
Job	846 61%	633 69%
College	461 34%	437 48%

The female group of public school students tended to have a slightly lower sense of vocational identity as measured by the Holland instrument than the male group. (Note: the scoring is inverse.) At the same time, females admitted to having more problems than males, according to scores derived from answers to the Love-Richmond Vocational Students' Inventory. Means on each variable by sex are shown in Table 35.

TABLE 35

Problems and Identity by Sex

Variable		n	M	SD
Problems	Male	1410	4.68	3.2
	Female	933	5.36	3.1
Identity	Male	1410	3.43	2.5
	Female	933	3.62	2.6

The Influence of Race on Job Choice

In general, Caucasians were more motivated to the skilled vocations than Blacks. Blacks, however, were more motivated to professions and office work than Whites (see Table 36). It appears as though the highest aspiring sub-group in terms of professional careers were Black women (see Table 37 and Table 38).

TABLE 36

Job Choice by Race; Total Student Population

Race	Unskilled	Semi-skilled	Skilled	Office	Self-employed	Artistic	Professional	Athletic	Agriculture
Black	9	38	487	177	6	28	295	22	3
N=1065	1%	4%	46%	17%	1%	3%	28%	2%	.3%
Hispanic	2	0	6	1	0	2	3	0	0
N=14	14%	--	13%	7%	--	14%	21%	--	--
Asian	0	2	1	4	0	0	2	1	0
N=12	--	17%	8%	33%	--	--	17%	8%	17%
Caucasian	8	42	613	69	18	31	171	15	34
N=1001	1%	4%	61%	7%	2%	3%	17%	2%	3%
Other	0	0	30	4	0	1	11	0	3
N=49	--	--	61%	13%	--	2%	22%	--	6%
Total	19	82	1137	255	24	63	482	38	42
N=2141	1%	4%	53%	12%	1%	3%	23%	2%	2%

TABLE 37

Job Choice by Race:. Males

Race	Unskilled	Semi-skilled	Skilled	Office	Self-employed	Artistic	Professional	Athletic	Agriculture
Black N=586	5 1%	24 4%	341 58%	42 7%	5 1%	17 3%	129 22%	21 4%	2 .3%
Hispanic N=5	0 --	0 --	4 80%	0 --	0 --	1 20%	0 --	0 --	0 --
Asian N=8	0 --	2 25%	1 13%	2 25%	0 --	0 --	0 --	1 13%	2 25%
Caucasian N=644	4 1%	34 5%	438 68%	11 2%	15 2%	19 3%	80 12%	15 2%	28 4%
Other N=27	0 --	0 --	17 63%	3 11%	0 --	1 4%	4 15%	0 --	2 7%
Total	9 1%	60 5%	801 63%	58 5%	20 2%	38 3%	213 17%	37 3%	34 3%

TABLE 38

Job Choice by Race: Females

Race	Unskilled	Semi-skilled	Skilled	Office	Self-employed	Artistic	Professional	Athletic	Agriculture
Black N=479	4 1%	14 3%	146 30%	135 28%	1 .2%	11 2%	166 35%	1 .2%	1 .2%
Hispanic N=9	2 22%	0 --	2 22%	1 11%	0 --	1 11%	3 33%	0 --	0 --
Asian N=4	0 --	0 --	0 --	2 50%	0 --	0 --	2 50%	0 --	0 --
Caucasian N=357	4 1%	8 2%	175 49%	58 16%	3 1%	12 3%	91 25%	0 --	6 2%
Other N=22	0 --	0 --	13 59%	1 5%	0 --	0 --	7 32%	0 --	1 5%
Total N=871	10 1%	22 3%	336 39%	197 23%	4 1%	24 3%	269 31%	1 .1%	8 1%

A Comparison of Catholic and Public School Student Groups

To address the question of similarity of perceived needs for guidance and counseling services between vocational education students and other student groups, a sample of Catholic school students was selected from Notre Dame Preparatory School in Baltimore County, Mt. St. Joseph High School in Baltimore City, and Bishop Walsh High School in Allegany County. The Notre Dame sample consisted of forty-four females, eighty-six percent of whom were Caucasian. The Mt. St. Joe Sample consisted of eighty-seven males, ninety-one percent of whom were Caucasian. At Bishop Walsh, eighty-nine students were sampled, ninety-eight percent were Caucasian. Approximately forty percent of the Bishop Walsh sample were female; sixty percent were male. The mean age for Catholic students was sixteen years.

Table 39 includes the above information but also contains the answers of the Catholic school students on the Love-Richmond Vocational Student Inventory.

TABLE 39

Catholic Schools Student Survey*

	Notre Dame Prep	St. Joe	Bishop Walsh	CATHOLIC TOTAL
1. Number of students surveyed	44	87	89	220
2. Sex of students				
male	--	100	41.6	56.4
female	100	--	58.4	43.6
3. Race				
Black	--	7.1	1.1	3.2
Hispanic	2.3	--	--	0.5
Asian	6.8	1.2	1.1	2.3
Caucasian	86.4	90.6	97.8	92.7
Other	4.5	1.2	--	1.4
4. Age				
14 or under	11.4	13.3	--	7.5
15	20.5	38.6	4.7	21.1
16	50.0	26.5	12.8	25.8
17	18.2	21.7	52.3	33.3
18	--	--	27.9	11.3
19	--	--	2.3	0.9
20	--	--	--	--
21 or over	--	--	--	--
Mean age	16 years	16 years	17 years	16 years
5. Present grade				
9	23.3	34.9	0	18.4
10	27.9	34.9	8.0	22.6
11	48.8	30.2	23.9	31.3
12	--	--	68.2	27.6
6. How are you feeling today?				
great	37.2	35.6	30.3	33.8
average	46.5	58.6	58.4	56.2
terrible	16.3	5.7	11.2	10.0

*All numbers in this table are reported in percent, except Number of students surveyed and Mean Age.

	Notre Dame Prep	St. Joe	Bishop Walsh	CATHOLIC TOTAL
7. If you could have any job you would like, what would it be?				
unskilled	0	0	0	0
semi-skilled	0	0	0	0
skilled	5.3	22.8	7.6	13.3
business	7.9	17.7	41.8	25.5
self-employed	0	1.3	1.3	1.0
artistic	13.2	3.8	5.1	6.1
professional	73.7	49.4	43.0	51.5
athletic	--	3.8	0	2.0
agriculture	--	1.3	0	0.5
8. After graduation I plan to				
go to work	2.3	5.7	13.5	8.2
go to college	63.6	34.5	52.8	47.7
go to college and work	29.5	47.1	29.2	36.4
go into the military	--	6.9	2.2	3.6
other	4.5	5.7	2.2	4.1
9. What is the major reason you are in your program?				
I chose to be in it	75.0	76.2		75.2
My counselor or principal put me in it	--	1.2		0.8
My parents want me in it	13.6	15.5		14.7
None of the above	11.4	7.2		9.3
10. Who helped you most in choosing your job skill program?				
parent	26.2	30.1	22.5	26.2
teacher	2.4	2.4	5.6	3.7
counselor	--	1.2	5.6	2.8
friend	2.4	4.8	3.4	3.7
brother or sister	--	3.6	2.2	2.3
myself	61.9	55.4	55.1	56.5
other	7.1	2.4	5.6	4.6

	Notre Dame Prep	St. Joe	Bishop Walsh	CATHOLIC TOTAL
11. Are you satisfied with this program?				
yes	84.1	89.3	72.3	86.8
no	15.9	10.7	27.7	13.2
12. In making the choice of this job skill, did you think you received enough help?				
yes	52.4	61.6	55.1	57.1
no	21.4	9.3	13.5	13.4
maybe	26.2	29.1	31.5	29.5
13. Do you think your counselor was able to give you enough help in choosing your courses?				
yes	31.8	56.3	51.7	49.5
no	36.4	18.4	25.8	25.0
don't know	31.8	25.3	22.5	25.0
14. How well do you think your counselor is able to help you make decisions?				
good	22.7	40.2	31.5	33.2
average	54.5	57.5	59.6	57.7
poor	22.7	2.3	9.0	9.1
15. Do you think your counselor has enough time for you?				
yes	45.5	55.2	51.7	51.8
no	20.5	18.4	22.5	20.5
maybe	34.1	26.4	25.8	27.7

	Notre Dame Prep	St. Joe	Bishop Walsh	CATHOLIC TOTAL
16. Are there other decisions than job training that you would like a counselor to help you with?				
yes	43.9	36.8	39.8	39.4
no	31.7	23.0	40.9	31.9
maybe	24.4	40.2	19.3	28.7
17. Would you like help with				
Personal relations with friends?				
yes	18.2	11.6	15.7	14.6
no	70.5	68.6	76.4	72.1
maybe	11.4	19.8	7.9	13.2
	**(4.5)	**(4.6)	**(10.1)	**(6.8)
School courses and grades?				
yes	31.8	62.8	47.2	50.2
no	31.8	15.1	40.4	28.8
maybe	36.4	22.1	12.4	21.0
	**(13.6)	**(12.6)	**(12.4)	**(12.7)
Family situations and problems?				
yes	22.7	17.6	9.0	15.1
no	54.5	62.4	76.4	66.5
maybe	22.7	20.0	14.6	18.3
	**(15.9)	**(5.7)	**(1.1)	**(5.9)

**Percent ranking the item as most important

	Notre Dame Prep	St. Joe	Bishop Walsh	CATHOLIC TOTAL
Would you like help with				
Rules and regulations?				
yes	27.3	25.6	15.7	21.9
no	59.1	55.8	69.7	62.1
maybe	13.6	18.6	14.6	16.0
	**(--)	**(--)	**(--)	**(--)
Feelings about yourself?				
yes	20.5	15.3	10.1	14.2
no	61.4	65.9	76.4	69.3
maybe	18.2	18.8	13.5	16.5
	**(15.9)	**(2.3)	**(7.9)	**(7.3)
Physical appearance?				
yes	20.9	7.1	12.4	12.0
no	58.1	77.6	75.3	72.8
maybe	20.9	15.3	12.4	15.2
	**(2.3)	**(1.1)	**(1.1)	**(1.4)
Drugs and alcohol?				
yes	2.3	9.4	4.5	6.0
no	90.9	75.3	83.1	81.7
maybe	6.8	15.3	12.4	12.4
	**(--)	**(--)	**(--)	**(--)
Financial matters?				
yes	34.1	22.1	47.2	34.7
no	59.1	52.3	46.1	51.1
maybe	6.8	25.6	6.7	14.2
	**(--)	**(4.6)	**(9.0)	**(5.5)

** Percent ranking the item as most important

	Notre Dame Prep	St. Joe	Bishop Walsh	CATHOLIC TOTAL
Would you like help with				
Health information?				
yes	20.5	17.4	25.8	21.5
no	68.2	61.6	56.2	60.7
maybe	11.4	20.9	18.0	17.8
	**(--)	**(1.1)	**(3.4)	**(1.8)
Recreation?				
yes	25.0	21.2	20.2	21.6
no	54.5	61.2	66.3	61.9
maybe	20.5	17.6	13.5	16.5
	**(--)	**(1.1)	**(--)	**(0.5)
Job placement?				
yes	56.8	64.4	74.2	66.8
no	29.5	16.1	13.5	17.7
maybe	13.6	19.5	12.4	15.5
	**(4.5)	**(20.7)	**(21.3)	**(17.7)
College selection?				
yes	79.1	67.8	55.7	65.1
no	14.0	18.4	35.2	24.3
maybe	7.0	13.8	9.1	10.6
	**(38.6)	**(35.6)	**(22.5)	**(30.9)
Other?				
yes				
no				
maybe				
	**(4.6)	**(10.3)	**(11.1)	**(9.6)

**Percent ranking the item as most important

Catholic and Public school students were compared by using the Chi Square statistic on responses to items on the Love-Richmond Vocational Student Inventory and on the Holland instrument. It was found that Catholic and public school students are not differentiated by satisfaction. The groups were differentiated in major reason for choosing their program. A slightly lower percentage of Catholic school students (seventy-six percent) compared against public school students (seventy-nine percent), were in programs because they chose to be in them. A higher percentage of Catholic school students (fifteen percent) were placed in programs by parents as opposed to public school students (two percent) ($p < .001$). The groups differed significantly with regard to job wanted, though it was expected, because of the nature of the schools from which the sample was drawn. Fifty percent of Catholic school students want professional jobs, as contrasted with twenty-three percent of public school vocational education students. Conversely, fifty-two percent of public school vocational education students wished to be skilled laborers as compared to thirteen percent of Catholic school students. Both groups were equally realistic in their choices and equally satisfied with them.

Catholic and public school students were differentiated on whether they get enough help and whether they thought their counselors can help. The only help needs that differentiate the groups are self-esteem ($p < .05$), alcohol and drugs ($p < .01$) and college ($p < .001$). A slightly higher percentage of Catholic school students want help with self-esteem. The Catholic school students were more undecided if whether they wanted help with drugs and alcohol, and almost double the percent of Catholic school students compared to public school students wanted help in selecting colleges. This is accounted for by the academic preparation many of the Catholic school students were receiving.

Catholic and public school students were equally unsure whether their counselor has enough time for them, with Catholic school students tending more to think that the counselors do have time ($p < .001$). Catholic school students tended to rate their counselors as more highly skilled than their public school counterparts ($p < .05$). Sex does not differentiate the groups, though race does ($p < .001$) with Whites predominating in the Catholic schools. Future plans differentiated the groups ($p < .001$) with more Catholic school students selecting for college attendance upon graduation.

Of the Holland variables, reassurance, fear of choice, what career, confusion, uncertainty, and enjoyment seemed to differentiate the groups ($p < .001$). Table 40 indicates comparative data on Holland's Identity Scale between Catholic and public school students.

TABLE 10

Comparison of Public and Catholic School Students on Holland's Identity Scale

Item	Total Public School Students Surveyed		Total Catholic School Students Surveyed	
	N	%*	N	%*
I need reassurance that I have made the right choice of occupation.				
True	1110	47	136	63
False	1254	53	81	37
No Response	26	--	3	--
	2390	100	220	100
I am concerned that my present interests may change over the years.				
True	1425	60	165	75
False	1950	40	55	25
No Response	15	--	--	--
	2390	100	220	100
If I had to make an occupational choice right now, I am afraid I would make a bad choice.				
True	515	22	86	40
False	1854	78	131	60
No Response	21	--	3	--
	2390	100	220	100
I need to find out what kind of career I should follow.				
True	1164	49	130	59
False	1203	51	89	41
No Response	23	--	1	--
	2390	100	220	100
Making up my mind about a career has been a long and difficult problem for me.				
True	1024	43	106	48
False	1349	57	114	52
No Response	17	--	---	--
	2390	100	220	100
I am confused about the whole problem of deciding on a career.				
True	629	27	79	36
False	1735	73	139	64
No Response	26	--	2	--
	2390	100	220	100
I am not sure that my present occupational choice is right for me.				
True	777	33	120	55
False	1581	67	99	45
No Response	32	--	1	--
	2390	100	220	100
I am uncertain about the occupation I would enjoy.				
True	841	36	113	51
False	1514	64	107	49
No Response	35	--	---	--
	2390	100	220	100
I can't understand how some people can be so set about what they want to do.				
True	831	35	80	37
False	1536	65	138	63
No Response	23	--	2	--
	2390	100	220	100

*According to adjusted frequencies (percent).

The total public school student sample and the total Catholic school student sample were compared on problems and identity. Catholic school students showed significantly a lower sense of vocational identity than public school students. Though Catholic school students seemed more willing to accept help with problems, the slight difference in problem score is not significant. Table 41 compares the mean and standard deviation between public and Catholic school students on the variable of vocational identity and problems.

TABLE 41

Comparison of Total Catholic and Total Public School Students by Identity and Problems

		Number	Mean	Standard Deviation	t
Identity	Catholic	220	3.26	2.25	6.42*
	Public	2390	2.43	2.03	
Problems	Catholic	220	5.29	2.88	1.66**
	Public	2390	4.95	3.17	

*Sig .001
**N.S.

Catholic school students and public school students are basically the same in the kinds of problems that they have or in their guidance needs outside of the vocational area. There is greater need on the part of Catholic school students for assistance in career decision-making. This may be partly accounted for by the deferred decision-making on the part of those Catholic school students seeking college and, in part, by the greater tendency of these students to be parent dependent.

The Counselor Sample

The Love-Richmond Counselor Inventory was administered to thirty-nine counselors of vocational students. These were the counselors of the student sample surveyed. Fifty-five percent of the thirty-nine counselors surveyed reported feeling great, and forty-four percent felt average.

One-fourth of the counselors thought that their students' job-skill fields were not appropriate for their ability, and almost half of the counselors thought there would not be jobs for the majority of their students upon graduation.

Almost fifty percent of counselors thought their students did not get enough help from the school. Counselors generally thought that they were able to give their students help in career decision-making. However, in the light of their present loads, over fifty percent of the counselors said that the amount of time that they could give their vocational education students was less than adequate. When asked who they thought could best provide additional help in career decision-making, seventy-five percent of the counselors said "counselors", and twenty-two percent of the counselors said "teachers". No counselor named an administrator for this task.

Counselors thought parents were most influential in the majority of students' choices of job-skill programs. They ranked themselves second, then teachers and peers. Only thirty-nine percent of counselors rated the counseling services good for vocational education students in their school; forty-six percent said that these services were fair; fifteen percent said poor.

Counselors in general thought that students needed help in all of the areas listed in the Love-Richmond Counselor Inventory, but saw "feelings about self", and "job placement", as the most critical areas.

Counselors saw their own need for professional training with regard to special need populations primarily in the areas of the emotionally disturbed and the physically handicapped. They also wanted to increase their knowledge of the job market, of community resources, and of career decision-making skills. They sought to acquire this knowledge primarily through in-service courses.
Table 42 indicates the total of the responses of counselors to the Love-Richmond Inventory in terms of numbers and percentages.

TABLE 42

Responses of Counselors
to the Love-Richmond Counselor Inventory

	N	%*
How are you feeling today?		
great	21	55
average	17	45
terrible	0	--
no response	1	--
	39	100
Do you think the majority of your vocational students are in job-skill fields that are appropriate for their ability?		
yes	21	54
no	10	26
maybe	8	20
	39	100
Do you think there are jobs for the majority of your students who graduate?		
yes	18	46
no	17	44
maybe	4	10
	39	100
Who do you think were most influential in the majority of students' choice of job-skill programs?		
parents	31	79
counselor	26	67
teacher	23	59
peers	22	56
	**	***
In making the choice of a job-skill program, do you think the students get enough help from the school?		
yes	19	50
no	16	42
maybe	3	8
no response	1	--
	39	100
Who in the school could best provide additional help to the student in career decision-making?		
administrator	0	0
teacher	8	22
counselor	27	75
I'm not sure	1	3
no response	3	--
	39	100

*According to Adjusted Frequencies.

**Rank ordered according to first, second and third ranking on a four point scale.

***Percentage of one hundred percent discrete to each item.

	N	%*
Generally speaking, do you think you are able to give the students enough help in career decision-making?		
yes	23	64
no	8	22
maybe	5	14
no response	3	--
	39	100
In view of your present student load, how would you rate the amount of time you can give your vocational education students?		
good	9	24
adequate	9	24
less than adequate	20	52
no response	1	--
	39	100
Do you think the counseling services for vocational education students in your school are:		
good	15	39
fair	18	46
poor	6	15
	39	100
Do you think your vocational education students need more help than they are presently receiving with:		
Personal relationship with friends		
yes	22	57
no	11	28
maybe	6	15
	39	100
School courses		
yes	20	51
no	14	36
maybe	5	13
	39	100
Family situations		
yes	22	57
no	4	10
maybe	13	33
	39	100
Rules and regulations		
yes	18	46
no	17	44
maybe	4	10
	39	100
Feelings about self		
yes	26	67
no	3	8
maybe	10	25
	39	100

*According to Adjusted Frequencies.

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	N	%*
Physical appearance		
yes	21	54
no	12	31
maybe	6	15
	39	100
Drugs and alcohol		
yes	30	77
no	3	8
maybe	6	15
	39	100

Do you think you have enough knowledge about the needs of the following groups of students?

	N	%*
Physically handicapped		
yes	10	26
no	17	45
maybe	11	29
no response	1	--
	39	100
Emotionally handicapped		
yes	10	26
no	18	46
maybe	11	28
	39	100
Learning disabled		
yes	17	44
no	10	26
maybe	12	30
	39	100
Minority groups		
yes	28	74
no	2	5
maybe	8	21
no response	1	--
	39	100
Women's concerns		
yes	26	68
no	4	11
maybe	8	21
no response	1	--
	39	100
Men's concerns		
yes	26	68
no	5	14
maybe	7	18
no response	1	--
	39	100
Disadvantaged		
yes	26	67
no	6	15
maybe	7	18
	39	100

*According to Adjusted Frequencies.

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Would you be interested in learning more about the following areas:	N	%*
Counseling techniques		
yes	21	57
no	9	24
maybe	7	19
no response	2	--
	39	100
Career decision-making skills		
yes	26	70
no	4	11
maybe	7	19
no response	2	--
	39	100
General decision-making skills		
yes	20	55
no	10	28
maybe	6	17
no response	3	--
	39	100
Consultation techniques		
yes	24	63
no	7	18
maybe	7	18
no response	1	--
	39	100
Behavior management		
yes	22	60
no	9	24
maybe	6	16
no response	2	--
	39	100
Knowledge of job market		
yes	28	78
no	3	8
maybe	5	14
no response	3	--
	39	100
Community Resources		
yes	28	76
no	2	5
maybe	7	19
no response	2	--
	39	100
Financial matters		
yes	21	54
no	5	13
maybe	13	33
	39	100
Health information		
yes	22	56
no	8	21
maybe	9	23
	39	100

*According to Adjusted Frequencies.

	N	%*
Recreation		
yes	9	23
no	17	44
maybe	13	33
	39	100
Job placement		
yes	22	56
no	9	23
maybe	8	21
	39	100
College selection		
yes	17	45
no	15	39
maybe	6	16
no response	1	--
	39	100

Would you be interested in attending any of the following?

	N	%*
University courses		
yes	5	17
no	17	57
maybe	8	26
no response	9	--
	39	100
Extension university courses		
yes	16	50
no	9	28
maybe	7	22
no response	7	--
	39	100
In-service courses		
yes	31	84
no	3	8
maybe	3	8
no response	2	--
	39	100
Workshops presented by professional organizations		
yes	27	71
no	5	13
maybe	6	16
no response	1	--
	39	100
Workshops presented by a university in your area		
yes	27	79
no	3	9
maybe	4	12
no response	5	--
	39	100

*According to Adjusted Frequencies.

The Teacher Sample

One hundred ninety-three teachers of the vocational education students who were surveyed were administered the Love-Richmond Teacher Inventory. In general, the teachers reported feeling good at the time that they responded to the questions.

Over one-third of the teachers thought that students were in an inappropriate job field for their ability. One-third of the teachers thought that there were not jobs for the majority of their students who graduate.

Teachers thought that peers and parents were most influential in students' choice of job-skill program. Teachers thought that counselors were next, and then teachers, in order of influence.

Two-thirds of the teachers thought that students do not receive enough help from the school in their choice of job-skill program. Over half of the teachers thought that counselors are unable to give students enough help in career decision-making. Counselor services were rated poor by one-third of the teachers and over half thought that counselors could help students more if the counselor had more time. When asked who could best provide additional help to the student in career decision-making, teachers named themselves first and counselors second. Only one person of one hundred and ninety-three said that the administrator could best provide additional help.

Teachers perceived their students as needing more help with all of the help need variables on the Love-Richmond Teacher Inventory.

According to teachers, the most pressing student needs for counseling were in the areas of drugs and alcohol, job placement, financial matters and health information.

Teachers say that they wanted to learn more about the emotionally and physically handicapped. Teachers thought that counselors also needed to learn about the emotionally disturbed, the physically handicapped and the learning disabled youth.

Table 43 presents in terms of numbers and percent the teachers' answers to the Love-Richmond Vocational Teacher Inventory.

TABLE 43

Responses of Teachers to the Love-Richmond Inventory

	N	%*
How are you feeling today?		
Great	82	43
Average	101	53
Terrible	8	4
No response	2	--
	193	100
Do you think the majority of your vocational education students are in a job field that is appropriate for their ability?		
Yes	106	55
No	70	37
Don't Know	15	8
No Response	2	--
	193	100
Do you think there are jobs for the majority of your students who graduate?		
Yes	119	62
No	59	31
Don't Know	13	7
No Response	2	--
	193	100
Who do you think were most influential in the majority of students' choice of job-skill programs? Rank order.	1st	%*
Peers	64	34
Parents	45	24
Counselors	36	19
Teachers	33	17
Others	13	7
No Response	2	--
	193	100
In making the choice of a job-skill program, do you think the students receive enough help from the school?	N	%*
Yes	53	28
No	122	64
Don't Know	15	8
No Response	3	--
	193	100
Who in the school could best provide additional help to the student in career decision-making?		
Administrator	1	1
Teacher	97	52
Counselor	87	47
No Response	8	--
	193	100

*According to adjusted frequencies.

Generally speaking do you think the counselor in your school is able to give the students enough help in career decision-making?	N	%*
Yes	45	24
No	105	56
Maybe	39	20
No Response	4	--
	193	100

If the present counselor had more time, do you think he/she could help your students more?	N	%*
Yes	117	62
No	35	18
Maybe	38	20
No Response	3	--
	193	100

Do you think the counseling services for vocational education students in your school are:	N	%*
Good	46	24
Fair	75	39
Poor	63	33
Uncertain	9	5
	193	100

Do you think your vocational education students need more help than they are presently receiving with:

Personal relations with friends?	N	%*
Yes	77	41
No	73	38
Maybe	40	21
No Response	3	--
	193	100

School courses and grades?	N	%*
Yes	149	79
No	13	7
Maybe	27	14
No Response	4	--
	193	100

Family situations and problems?	N	%*
Yes	123	65
No	21	11
Maybe	46	24
No Response	4	--
	193	100

Rules and regulations?	N	%*
Yes	125	65
No	39	20
Maybe	28	15
No Response	1	--
	193	100

Feelings about self?	N	%*
Yes	130	68
No	27	14
Maybe	33	17
No Response	3	--
	193	100

*According to adjusted frequencies.

	N	%*
Physical appearance?		
Yes	89	47
No	59	31
Maybe	43	23
No Response	2	--
	193	100
Drugs and alcohol?		
Yes	154	81
No	17	9
Maybe	20	11
No Response	2	--
	193	100
Financial Matters?		
Yes	127	67
No	22	12
Maybe	42	22
No Response	2	--
	193	100
Health Information?		
Yes	128	67
No	27	14
Maybe	36	19
No Response	2	--
	193	100
Recreation?		
Yes	64	34
No	77	41
Maybe	49	26
No Response	3	--
	193	100
Job Placement?		
Yes	154	80
No	21	11
Maybe	17	9
No Response	1	--
	193	100
College selection?		
Yes	124	65
No	30	16
Maybe	37	19
No Response	2	--
	193	100
Do you feel you have enough knowledge about the needs of the following groups of students:		
Physically handicapped		
Yes	41	22
No	119	63
Maybe	29	15
No Response	4	--
	193	100
Emotionally handicapped		
Yes	21	11
No	137	72
Maybe	33	17
No Response	2	--
	193	100

*According to adjusted frequencies.

	N	%*
Learning disabled		
Yes	34	18
No	109	58
Maybe	44	24
No Response	6	--
	193	100
Minority groups		
Yes	118	62
No	37	20
Maybe	34	18
No Response	4	--
	193	100
Women's concerns		
Yes	109	58
No	44	23
Maybe	35	19
No Response	5	--
	193	100
Men's concerns		
Yes	118	63
No	36	19
Maybe	33	18
No Response	6	--
	193	100
Disadvantaged		
Yes	79	42
No	68	36
Maybe	41	22
No Response	5	--
	193	100

Do you think counselors in your school have enough knowledge about the following:

	N	%*
Physically handicapped		
Yes	51	27
No	61	32
Maybe	77	41
No Response	4	--
	193	100
Emotionally handicapped		
Yes	38	20
No	72	38
Maybe	79	42
No Response	4	--
	193	100
Learning disabled		
Yes	49	25
No	65	35
Maybe	74	40
No Response	5	--
	193	100
Minority groups		
Yes	81	43
No	42	22
Maybe	66	35
No Response	4	--
	193	100
Women's concerns		
Yes	75	40
No	43	23
Maybe	70	37
No Response	5	--
	193	100
Men's concerns		
Yes	72	39
No	40	21
Maybe	75	40
No Response	6	--
	193	100
Disadvantaged		
Yes	61	33
No	49	27
Maybe	75	40
No Response	8	--
	193	100

*According to adjusted frequencies.

Comparisons of Counselors and Teachers

Teachers and counselors were compared as to whether their students were placed in appropriate job-skill programs. Thirty-seven percent of the teachers and twenty-six percent of the counselors answered negatively. Twenty percent of the councelors and eight percent of the teachers didn't know. A Chi Square Test indicated that the groups differed significantly. (See Table 44.)

Since teachers are responsble for skills areas, their opinions may be more accurate. The high percentage of "No" and "Don't know" answers by counselors is puzzling. In many instances, counselors play a key role in pupil placement.

The difference between these groups was not the only significant finding. Equally important was the high percentage of teachers and counselors who thought students were misplaced in their program.

TABLE 44

Distribution of Whether Students are in Appropriate Skills Areas by Counselors and Teachers and Chi Square Test of Significance

Appropriate skills area	Counselors		Teachers		Total	
	N	%	N	%	N	%
Yes	21	54	105	55	126	55
No	10	26	70	37	80	35
Don't know	8	20	15	8	23	10
Total	39	100	190	100	229	100

Chi Square of Table 6.3
Degrees of Freedom 2
Significant Beyond .04

Teachers and counselors did not differ significantly in opinion on whether there are jobs for the majority of students when they graduate. Forty-four percent of counselors, and thirty-seven percent of teachers, thought not. Table 45 shows the comparative response given to this question.

TABLE 45

Distribution of Opinion on Whether There are Jobs For the Majority of Students When They Graduate by Counselors and Teachers and Chi Square Test of Significance

Are there jobs for graduates	Counselors		Teachers		Total	
	N	%	N	%	N	%
Yes	18	46	105	55	123	54
No	17	44	70	37	87	38
Maybe	4	10	15	8	19	8
Total	39	100	190	100	229	100

Chi Square of Table	1.1
Degrees of Freedom	2
Significant Beyond	N.S.

In the light of the high percentage of professionals who thought students were misplaced in their programs and that there are no jobs for many upon graduation, it is difficult to understand how eighty-six percent of students felt satisfied with their job-skills program. Students took credit, in the main, for choosing their own programs. However, when teachers and counselors were asked who they thought most influenced students' choice of vocational program, both answered parents. Teachers thought parental influence was somewhat greater than counselors thought it was. (See Table 46.)

TABLE 46

Teachers' and Counselors' Views of Who Influences Students' Choice of Vocational Program

Mean Ranks (1=Most Influential; 5=Least Influential)

Counselors (N=39)	Teachers (N=193)
1. Parents (1.8)	1. Parents (1.4)
2. Peers (2.6)	2. Other (1.9)
3. Counselors (2.7)	3. Teachers (2.3)
4. Teachers (3.0)	4. Counselors (2.5)
5. Other (4.0)	5. Peers (2.6)

T-Tests

The influence of parents on the students is perceived to be greater by the teachers than by the counselors (*t*=2.75, p less than .006).

The influence of teachers on the students is perceived to be greater by the teachers than by the counselors (*t*=3.16, p less than .002).

The influence of unspecified others on the students is perceived to be greater by the teachers than by the counselors (t=6.21, p less than .0001).

Previous mention was made that counselors thought that they did not have enough time to help students. Table 47 illustrates that teachers and counselors do not differ on whether students get enough help from the school in choice of program. Almost one-third of the teachers (thirty-one percent) and over one-third of the counselors (forty-four percent) thought that students do not receive enough help from the school.

TABLE 47

Distribution of Whether Students Get Enough Help
From the School in Choice of Job-Skill Program
by Counselors and Teachers and Chi Square Test of Significance

Do you think students get enough help	Counselors		Teachers		Total	
	N	%	N	%	N	%
Yes	18	46	118	62	136	60
No	17	44	59	31	76	33
Maybe	4	10	13	7	17	17
Total	39	100	190	100	229	100

Chi Square of Table	3.43
Degrees of Freedom	2
Significant Beyond	N.S.

Teachers and counselors were asked who could best provide additional help in career decision-making. The groups did not differ significantly on this variable. However, in general, counselors thought that counselors could give the most additional help; teachers thought teachers could give the most help. Neither group saw the administrator in this role. It appears as though the amount of counselor and teacher time available has much to do with the amount of help that students receive. Table 48 shows the Chi square distribution on this variable.

TABLE 48

Distribution of Who in the School Could Best Provide Additional Help to the Student in Career Decision-Making by Counselors and Teachers and Chi Square Test of Significance

Best provide additional help	Counselors		Teachers		Total	
	N	%	N	%	N	%
Administrator	0	0	1	1	1	1
Teacher	8	22	97	51	105	47
Counselor	27	75	86	46	113	50
I'm not sure	1	3	5	3	6	3
Total	36	100	189	100	225	100

Chi Square of Table 10.92
Degrees of Freedom 3
Significant Beyond .01

Comparison of Students, Counselors and Teachers

Answers of students, counselors and teachers were compared on questions relating to who helps students most in choice of job-skill program, whether students get enough help from the school, counselor time, and counselor ratings. Finally the three groups were compared on their perception of student help needs.

Students saw themselves (sixty-three percent) as giving themselves the most help in choice of job-skill program. Parents are next seen as the most helpful by fourteen percent of the students. Counselors and teachers saw parents as most influential. In all three instances, "counselors" and "teachers" were in third or fourth rank.

Table 49 shows how students, counselors and teachers compare on the other variables. In general, students tended to be less critical than counselors and teachers as to whether students obtain enough help from the school. Only fourteen percent said that they do not. Students and counselors are alike in that fifteen percent of each group, in comparison to one-third of the teachers, rate the counseling service poor in their school. A total of thirty-one percent of all students surveyed thought that their counselor could not help them with course selection and decision-making.

TABLE 49

Comparisons From Inventories: Students - Counselors - Teachers

	Students		Counselors		Teachers	
	N	%*	N	%*	N	%*
Number of Males	1410	60	19	50	120	64
Number of Females	933	40	19	50	67	36
Unreported	47	--	1	--	6	--
	2390	100	39	100	193	100
In making the choice of a job-skill, does the student get enough help from the school?						
Yes	1415	60	19	50	53	28
No	339	14	16	42	122	64
Maybe	616	26	3	8	15	8
No Answer	20	--	1	--	3	--
	2390	100	39	100	193	100
Is the counselor able to give enough help in course selection or decision-making?						
Yes	1079	45	23	64	45	24
No	736	31	8	22	105	56
Maybe	556	24	5	14	39	20
No Answer	19	--	3	--	4	--
	2390	100	39	100	193	100
The counseling services in your school are:						
Good	663	28	15	39	46	24
Average	1360	57	18	46	75	39
Poor	355	15	6	15	63	33
Uncertain or No Answer	12	--	--	--	9	5
	2390	100	39	100	193	100

*According to adjusted frequencies (percent).

Thirty-nine percent of the students thought that their counselors did not have enough time for them. Fifty-two percent of counselors rate the time that they can give their vocational education students as less than adequate. Eighty-two percent of vocational education teachers (adding twenty percent "maybe" answers to sixty-two percent "yes") think that the present counselors in their school could help students more if they had more time.

Table 50 shows the responses of all three groups to related questions concerning counselor time.

TABLE 50

Responses on Amount of Time Counselor Has for Student
By Student, Counselor, Teacher

	Student		Counselor		Teacher	
	N	%*	N	%*	N	%*
Do you think your counselor has enough time for you?						
Yes	827	35				
No	931	39				
Maybe	625	26				
No Answer	7	--				
	2390	100				
How would you rate the amount of time you can give your students?						
Good			9	24		
Adequate			9	24		
Less than adequate			20	52		
No Response			1	--		
			39	100		
If the present counselor had more time, do you think he/she could help your students more?						
Yes					117	62
No					35	18
Maybe					38	20
No Response					3	--
					193	100

*According to adjusted frequencies (percent)

Students, counselors and teachers were compared on their perception of student help needs. Table 51 illustrates these needs in terms of number and percent. Table 52 rank orders these needs for all three groups.

Students said that they were willing to receive help with job placement (63%) and courses (53%). Thirty-nine percent of vocational education students wanted help with college selection. The greatest need for help among students, ranked according to counselor response, were in the area of drugs and alcohol (77%) and in the area of self-esteem (67%). Like counselors, many teachers perceived drugs and alcohol as an area where help is needed (81%), with job placement (80%) and courses (79%) also ranking high.

Counselors and teachers, in general, thought students have needs in more areas than students acknowledged. Whether students do not want help because they do not want to admit need (only nine percent of students, for instance, were willing to receive help with drugs and alcohol), or whether they think that their counselors cannot help them or, indeed, whether the need in some areas is less than counselors and/or teachers think it is, remains a discussion question.

TABLE 51

Help Needs of Vocational Education Students
As Perceived by Students, Counselors and Teachers

Category of Help	Student (N=2390)						Counselor (N=39)						Teachers (N=193)					
	Yes		No		Maybe		Yes		No		Maybe		Yes		No		Maybe	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Personal Relations	349	15	1680	71	328	14	22	56	11	28	6	15	77	41	73	38	40	21
Courses	1274	53	707	30	386	16	20	51	14	36	5	13	149	79	13	7	27	14
Family	431	18	1609	67	320	14	22	56	4	10	13	33	123	65	21	11	46	24
Rules	544	23	1468	61	347	15	18	46	17	43	4	10	125	65	39	20	28	14
Self Esteem	401	17	1703	72	250	11	26	67	3	8	10	27	130	68	27	14	33	17
Appearance	392	17	1717	73	250	11	21	54	12	31	6	15	89	47	59	31	43	23
Drugs & Alcohol	215	9	1977	83	164	7	30	77	3	8	6	15	154	81	17	9	20	11
Money	819	35	1217	52	323	14	21	54	5	13	13	33	127	67	22	12	42	22
Health	659	28	1370	59	324	14	22	56	8	21	9	23	128	67	27	14	36	19
Recreation	618	26	1427	61	303	13	9	23	17	44	13	33	64	34	77	41	49	26
Job Placement	1500	63	551	23	304	13	22	56	9	23	8	21	154	80	21	11	17	9
College Selection	913	39	1093	46	311	13	17	45	15	40	6	16	124	65	30	16	37	19

TABLE 52

Most Important Help Needs of Vocational Education Students
As Perceived by Students, Counselors and Teachers

Students			**Counselors**			**Teachers**		
Rank Order*	N	%		N	%		N	%
1. Job Placement	1500	63	1. Alcohol & Drugs	30	77	1. Alcohol & Drugs	154	81
2. Courses	1274	53	2. Self-esteem	26	67	2. Job Placement	154	80
3. College Selection	913	39	3.(3) Family**	22	56	3. Courses	149	79
4. Money	819	35	4.(3) Health**	22	56	4. Self-esteem	130	60
5. Health	659	28	5.(3) Job Placement**	22	56	5. Health	128	67
6. Recreation	618	26	6.(3) Personal Relations**	22	56	6. Money	127	67
7. Rules	544	23	7.(4) Money**	21	54	7. Rules	125	65
8. Family	431	18	8.(4) Appearance**	21	54	8. College Selection	124	65
9. Self-esteem	401	17	9. Courses	20	51	9. Family	123	65
10. Appearance	392	17	10. Rules	18	46	10. Appearance	89	47
11. Personal Relations	319	15	11. College Selection	17	45	11. Personal Relations	77	41
12. Alcohol & Drugs	215	9	12. Recreation	9	23	12. Recreation	64	33

*Rank Order is according to number of persons who answered Yes to the category.
**Where the number and percent are exactly the same, the ranking considers No against Maybe answers.

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

Teachers, counselors and vocational education students do not perceive students' help needs in the same way. Counselors think that students need help with alcohol and drugs, feelings about self, job placement, personal relations, family, money, appearance, and courses and grades. Teachers think students need help with alcohol and drugs, job placement, courses and grades, and feelings about self. Students, on the other hand, want to receive help with job placement, courses and grades, college selection and money. No other help need sampled received a definite positive response from more than one-fourth of the students who were surveyed. Feelings about self, personal relations, family, and alcohol and drugs were items with which only a few students wanted help.

Counselors and teachers think students need more help than they are getting from the school in career decision making and in placement in job skill programs. Both counselors and teachers think themselves capable of giving additional help. Both groups, however, desire professional training in order to work more effectively with emotionally disturbed and physically handicapped youths. Counselors also want to acquire more knowledge of community resources, job information and career decision making skills.

Parents are viewed by counselors and teachers as an important influence on a high school student's choice of program. Both counselors and teachers see their own influence as relatively slight, and the administrator is not seen as a helper of students in the career decision making process.

There is evidence that many counselors and teachers think that students are not placed in appropriate job skill areas, and that there will not be jobs for many students when they graduate. Counseling services are rated "average" at best by counselors, students and teachers alike.

Despite whatever negativism exists on the part of professionals, the overwhelming majority of vocational education students report satisfaction with their programs, a satisfaction that increases with age and grade level. Most of the students inventoried reported feeling good at the time of the survey, related very few help needs, and looked toward their future plans realistically and with optimism.

Some slight differences exist between vocational education students from predominantly black urban areas and predominantly white suburban and rural areas. The predominantly black urban youths are, in many instances, higher aspiring and more dissatisfied than their counterparts. A higher percentage of urban youths also express a desire and need for help in almost all areas.

Sex only slightly differentiates the students within vocational education programs. Females are more parent influenced than males. They also have less of a sense of vocational identity.

Also different in terms of work related identity are public vocational school students and Catholic school students. The Catholic school students are weaker in terms of vocational identity and more confused about the work they will select to do. The college preparatory nature of the programs in which many of the Catholic school students were enrolled may account for much of this difference.

Catholic school students are more parent influenced than the public vocational education student sample. Public school students are clearly more self-determining, less confused, and more definite about occupational plans than their Catholic school counterparts.

Catholic school students and public school students are similar in all other areas. Their desire to receive help falls into the same categories. The problems that they have appear to be identical. Clearly, high school students of all types and in all settings are more alike than they are different in their needs for help, and in the areas in which they are willing to receive it. Major differences between groups appear only between satisfied and dissatisfied students. The dissatisfied are less happy with the services they receive and, at the same time, express more need and desire for services.

Recommendations

One conclusion to this study is that counselors and teachers perceive student needs for help in areas that indicate difficulty in personal management and interpersonal relations. Comparatively few students said that they want help in these areas. The majority, however, did express a desire for help with job placement, courses and grades, college selection, and money. That students do not admit a need doesn't mean it isn't there. It is recommended, however, that counselors attend well to the needs of the majority of satisfied students, as well as to the expressed needs of a troubled minority which seem to coincide more closely with the areas in which professionals perceive need.

Counselors report that, in order to tend to the career and life decision making needs of students, they need more information about community resources, jobs and decision making skills, and more knowledge of special student populations such as the emotionally disturbed and the physically handicapped. They also need more time. It is, therefore, recommended that in-service education be made available to counselors along the above mentioned lines. It is further recommended that all extraneous duties, whether administrative or clerical, be removed from counselors by school administrators so that their full time effort can be given to guidance functions. In addition, an increase in guidance staff seems advisable.

One unhappy finding of this study is that neither counselors nor teachers perceived administrators as being able to provide help in career decision making. Yet, it is chiefly the school administrator who could ensure that career decision making skills, as well as other areas of vocational guidance such as job seeking and job maintaining skills are part and parcel of the school curriculum. In order to meet the vocational education students' guidance needs, it is recommended that the entire school, headed by the administrator, recognize these needs and that the entire curriculum be geared to their resolution.

This study evidenced a clear differentiation between a large satisfied group of students and a small dissatisfied group (possibly made smaller in upper grades by attrition). Because the dissatisfied are known to have less sense of vocational identity and more problems, it is recommended that the dissatisfied student and his problems be early identified. To meet this end, it is recommended that a study similar to this one be conducted with fifth and sixth grade elementary students and with seventh and eighth grade junior high school students. Since at high school level, the disadvantaged have more problems, it is suggested that young urban disadvantaged, rural disadvantaged and non-disadvantaged populations be studied and compared. With potential problems identified early, model programs of counseling and remediation could be developed.

Like the disadvantaged, female students have less of a sense of vocational identity than males. Although females' aspirations are high, they are sometimes tinged with unrealism and confusion. It is, therefore, recommended that women remain a special target population and that vocational guidance efforts be geared to resolving the special career identity concerns of young women.

It is recommended that professional educators and the public at large be made aware that students of all types are more alike than different. Vocational education students may have some special needs that, in many cases, relate to immediate job attainment and maintenance, but guidance personnel should not dismiss their needs at this juncture. Like all other students, most need help with courses and grades. Many need and want help with college selection. A minority needs help with a variety of personal and interpersonal problems. Because many students are parent influenced in their choices and decisions, good parental counseling as it relates to vocational skills and other areas is seen as essential. The fact that a large percentage of counselors and teachers report that students are often misplaced make the reason for this recommendation self-evident.

Lastly, it is recommended that ongoing research be conducted in the area of vocational students' needs for guidance and counseling support. The results must be disseminated to counselor and teacher training institutions if the educators of tomorrow are to be trained to meet today's and tomorrow's needs. Local education agencies must also be apprised of findings so that in-service training of professionals can be planned to meet the real needs of students and staff.

EPILOGUE

On June 21 and June 22, 1979, conferences were held at The Johns Hopkins University to disseminate the information contained in this document to the counselor and vocational teacher educators, supervisors and school personnel who participated in the two related studies described herein. Each person invited to the conference was promised, and will receive, a copy of this document. Our purposes in holding the conferences were twofold. First, we wanted to help continue the dialogue occurring in the State of Maryland between guidance and vocational education personnel. Secondly, we realized that, alone, we could not do justice to assembling, presenting or interpreting all of the information that we gathered throughout an intense five-months of work. The meetings helped us pull things together.

As a result of our studies - the interviews and surveys - we would like to share with you some impressions, and leave you with a task. Our impressions are listed as follows: First, vocational guidance is a life-long activity that should begin long before the eighth or ninth grade. Appropriate career development activities must be infused into the curriculum early and for all children, so that sound vocational choices can be made in high school. Second, vocational education as an option is the right of all young Americans. Any negative image accruing to it needs to be irradicated through programs of education geared to professionals and parents alike. Third, the quidance and counseling support needs of students are many. Career and life decision making skills, and job seeking and maintaining skills must be infused into the curriculum. Administrators must ensure this, even as they must also ensure that the use of counselor time is allocated to guidance functions. Fourth, the guidance skills that teachers and counselors need, along with knowledge of special needs populations must be afforded them. Fifth, responsibility falls on counselor and vocational teacher educators to continually assess the needs of vocational education students for guidance and counseling, and to train professionals who are aware of these needs and skilled in meeting them.

The task we leave with you is simple to state, but a challenge to accomplish. To complete the contract and grant we received in one half year was an almost impossible task. But we've made a beginning. We leave with the interested, and with the supporters, all of our findings. In addition, we inform you that we have for each participating LEA the data that we have presented in the document for the total population. The challenge is this: We offer you our methods and findings, summary, conclusions and recommendations. We acknowledge the incompleteness of the latter two. We invite you to study and discussion. We invite you to join with us in identifying and meeting needs, in making further recommendations and, hopefully, in the providing of solutions.

Lee Richmond
Marguerite Downs
Annette Ellinghaus

July 29, 1979

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*Throughout this manuscript reference is made to only one scale from the instrument. References to that scale have been called "identity scale" or "short form".

APPENDIX I A

Maryland College and University

Vocational Education and Vocational Guidance Study

College Questionnaire

1. What kind of program(s) do you offer in the counseling/vocational education field? (degrees and specialties/program titles)

2. What are the basic over-all goals of your program?

3. What is the course sequence of requirements and electives?

4. Are there listed objectives for each/any of your courses and if so, what are they?

5. Is there a list of competencies to be acquired by students in your program? If so, may we obtain a copy?

6. Are there competencies listed for the specific courses in your program? May we obtain these?

7. How many students are presently in your program/programs?

8. How many students have you graduated from your program/programs in the past five years?

9. What are your projected enrollments for the next five years?

10. If your program(s) are in counseling, answer the following:

    a) Do you offer any specialty in vocational or career guidance? If so, which?

    b) If you do not offer a specialty in vocational and/or career guidance, do you offer any courses or modules related to the area(s)?

    c) Do you think that vocational school students have any special needs that are different from other students? If so, how do you communicate these needs to your students through courses and/or modules?

    d) Do you think that your graduates are aware of labor market trends? Are they taught how to discern these trends in any of your courses?

    e) Do you think that your graduates are aware of the local job market in areas where they counsel? Do you think it is important for them to be aware of it?

f) To what degree are your graduates aware of the aims, goals and purposes of vocational education?

11. If your program is a vo-ed teacher ed program, answer the following:

a) Are there any courses that you require or permit your students to take in the counseling and guidance area? If so, name them.

b) Do you think that vocational school students have special guidance and counseling needs that are different from other students? If so, can you tell us what they are?

c) How do you think your graduates view the role and function of the guidance counselor within the schools?

d) Do you think counselors are aware and/or should be aware of the aims, goals and purposes of vocational education?

e) Do you think counselors are well enough appraised of national and local job market trends? Job skills?

APPENDIX I B

Counselor Questionnaire

The Education Division of the Evening College of The Johns Hopkins University is attempting to assess the capacity of the state college and university system to train persons skilled in vocational guidance. In order to do this we need your assistance, and we ask you to answer a few brief questions about your graduate program. Thank you very much!

1. Where did you attend graduate school?______________________________.

2. In what year did you graduate?_______________.

3. Did your graduate program in counseling train you adequately in vocational and/or career guidance? ____Yes ____No ____Maybe

4. Do you think that you can adequately help students make choices related to vocational education? ____Yes ____No ____Maybe

5. Do you think that you can adequately help vocational education students make choices related to job attainment and career goals?

   _____Yes _____No _____Maybe

6. To your knowledge did your graduate program have stated goals and objectives?

   _____Yes _____No _____Maybe

7. I think my program met its stated goals and objectives.

   _____Yes _____No _____Maybe

8. Write any suggestions as to how your graduate program could be improved to better meet current needs.

9. Are you a male or a female?___________________________.

APPENDIX I-C

Vocational Teacher Questionnaire

The Education Division of the Evening College of The Johns Hopkins University is attempting to assess the capacity of the state college and university system to train persons skilled in vocational guidance. In order to do this we need your assistance, and we ask you to answer a few brief questions about your college program. Thank you very much!

1. In what college or university did you train to teach in your skills area?____.
2. In what year did you/will you graduate? __________________________.
3. Do you hold a graduate degree? ____________________.
4. If you hold a graduate degree, what is the degree and major?
   ____.
5. Did your teacher education program include any courses in vocational or career guidance? ____________________.
6. Do you think that you can adequately help students make choices related to vocational education? _____Yes _____No _____Maybe
7. Do you think that you can adequately help vocational education students make choices related to job attainment and career goals?
   _____Yes _____No _____Maybe
8. To your knowledge did your college program have stated goals and objectives? _____Yes _____No _____Maybe
9. I think my program met its stated goals and objectives.
   _____Yes _____No _____Maybe
10. Write any suggestions as to how your college program could be improved to better meet current needs.

11. Are you a male or a female?________________________.

APPENDIX I-D

Student Questionnaire

Assessing the Capacity of the State College and University System to Prepare Future Vocational Educators and Counselors Skilled in Vocational Guidance

1. Did your graduate program in counseling train you adequately in vocational guidance? _____Yes _____No _____Maybe

2. Do you think that you can adequately help students make choices related to vocational education? _____Yes _____No _____Maybe

3. Do you think that you can adequately help vocational education students make choices related to job attainment and career goals?

   _____Yes _____No _____Maybe

4. To your knowledge did your graduate program have stated goals and objectives?

   _____Yes _____No _____Maybe

5. I think my program met its stated goals and objectives.

   _____Yes _____No _____Maybe

6. Write any suggestions as to how your graduate program could be improved to better meet current needs.

7. Are you male or female ____________________

8. Your age __________

9. Year of graduation ______________

10. Current employment status ____

APPENDIX I-K

Supervisor of Guidance Questionnaire

1. Operationally define vocational education.
2. Operationally define vocational guidance.
3. How many guidance counselors in your county? How many counselors in the vocational-technical center? Number of males? Number of females?
4. Do you think vocational students have special needs?
5. If special, in which areas?
6. Do you think counselors are aware of national labor market trends?
7. Do they need to be aware of national labor trends?
8. Are they aware of local job market?
9. Do they need to be?
10. How could they become aware?
11. To what degree are counselors aware of aims and goals of vocational education?
12. Do you expect growth in your county?
13. Who does vocational guidance?
14. Are the vocational counselors on your staff well enough trained in the area of vocational guidance?
15. Should counselors have hands-on training?
16. Vocational counselors should have more training in which areas?

Supervisor of Vocational Education Questionnaire

1. Operationally define vocational education.

2. Operationally define vocational guidance.

3. How many vocational education teachers?
   a. Number of males? b. Number of females?

4. Do you think vocational students have special needs?

5. If special, in what way?

6. Do you think counselors are aware of national labor market trends?

7. Do they need to be aware?

8. Are they aware of local job market?

9. Do they need to be aware?

10. How could they become aware?

11. To what degree are counselors aware of aims and goals of vocational education?

12. Do you expect growth in your county?

13. Who does vocational guidance?

14. Are the people on your staff well enough trained in the area of vocational guidance?

15. a. Should counselors have hands-on experience?

    b. Vocational counselors should have more training in what areas?

16. Do you think teachers need more training in any areas? Which?

17. Does the 18 hour program at University of Maryland-College Park meet the needs of your teachers?

18. Are special education students placed in vocational education?

19. Are your vocational education programs the same as list A?

20. Do you expect to add new vocational education programs in the next few years?

APPENDIX II-A

DO NOT WRITE IN THIS BLOCK
ID _______

Love-Richmond
Vocational Student Inventory
The Evening College of the Johns Hopkins University

Hello. We need your help in finding out what's happening in vocational education. We would greatly appreciate your answering the following questions. Please put a "✓" in front of the answer you choose or, where necessary, write your answer.

DO NOT WRITE IN THIS BOX	
1. ___	1. How are you feeling today? a) ________ great b) ________ average c) ________ terrible
2. ___	2. What is the name of your school? ________________________
3. ___ ___	3. What grade are you in? ________________________
4. ___	4. Do you attend a vocational education center for all or some of your classes. ________yes ________no
5. _ _ _ _	5. What vocational skills program are you in? ____
6. ___	6. Are you satisfied with this program? ______yes ______no
7. ___	7. What is the major reason you are in this vocational program? Check only one. a) __________ I chose to be in it. b) __________ My counselor or principal put me in it. c) __________ My parents want me in it. d) __________ None of the above.

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8. __ __ 8. If you could have any job you would like to have when you finish school, what job would it be?______________________

9. _ _ _ _ 9. For what job are your courses training you?

____

10. __ 10. Are you satisfied with this job choice? ___yes ___no

11. __ 11. Who helped you most in choosing your job skill program? Check only one.

a)______ parent
b)______ teacher
c)______ counselor
d)______ friend
e)______ brother or sister
f)______ myself
g)______ other

12. __ 12. In making the choice of this job skill, did you think you received enough help?

a)______ yes
b)______ no
c)______ maybe

13. __ 13. Do you think your counselor was able to give you enough help in choosing your courses?

a)______ yes
b)______ no
c)______ don't know

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14. __

14. Are there other decisions than job training that you would like a counselor to help you with?

a)______ yes
b)______ no
c)______ maybe

15.
a. __
b. __
c. __
d. __
e. __
f. __
g. __
h. __
i. __
j. __
k. __
l. __
m. __

15. Please answer the following. Would you like help with your

a) Personal relationships with friends? __yes __no __maybe
b) School courses and grades? __yes __no __maybe
c) Family situations and problems? __yes __no __maybe
d) Rules and regulations? __yes __no __maybe
e) Feelings about yourself? __yes __no __maybe
f) Physical appearance? __yes __no __maybe
g) Drugs and alcohol? __yes __no __maybe
h) Financial matters? __yes __no __maybe
i) Health information? __yes __no __maybe
j) Recreation? __yes __no __maybe
k) Job placement? __yes __no __maybe
l) College selection? __yes __no __maybe
m) Other (What?) ____________________

16. _ _

16. Which item of question 15 is most important to you? Check one.

a)___ d)___ g)___ j)___ m)___
b)___ e)___ h)___ k)___
c)___ f)___ i)___ l)___

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17. __

17. Do you think your counselor has enough time for you?

a)______ yes

b)______ no

c)______ maybe

18. __

18. How well do you think your counselor is able to help you make decisions?

a)______ good

b)______ average

c)______ poor

19. __

19. Please check one of these.

a)______ I am male.

b)______ I am female.

20. __

20. Please check one of these.

a)______ I am Black.

b)______ I am Hispanic (Spanish).

c)______ I am Asian.

d)______ I am Caucasian (White).

e)______ Other

21. __ __

21. May age is____________.

22. __

22. After graduation I plan to

a)______ go to work.

b)______ go to college.

c)______ go to college and work (at the same time).

d)______ go into the military.

e)______ other.

APPENDIX II-B

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ID _ _ _ _ _ _ _

Love-Richmond

Counselor Inventory

The Evening College of The Johns Hopkins University

DO NOT WRITE IN THIS BOX

We are very interested in assessing the needs of vocational education students and want your help.

Your input it very important and most appreciated.

This questionnaire will be completely anonymous.

1. ___

1. How are you feeling today?

a) __________ great

b) __________ average

c) __________ terrible

2. ___

2. Do you think that the majority of your vocational education students are in job skill field that is appropriate for their ability?

a) __________ yes

b) __________ no

c) __________ don't know

3. ___

3. Do you think there are jobs for the majority of your students who graduate?

a) __________ yes

b) __________ no

c) __________ don't know

4.

4. Who do you think were most influential in the majority of student's choice of job skill programs? Please rank order.

a_____ a) __________ parents

b_____ b) __________ teachers

c_____ c) __________ counselors

d_____ d) __________ peers

e_____ e) __________ other (who?) __________________________.

15

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ID _ _ _ _ _ _ _

5. ____

5. In making the choice of a job skill program, do you think the students get enough help from the school?

a) __________ yes

b) __________ no

c) __________ don't know

6. ____

6. Who in the school could best provide additional help to the student in career decision making? Please check one.

a) __________ administrator

b) __________ teacher

c) __________ counselor

d) __________ I'm not sure

7. ____

7. Generally speaking, do you think you are able to give the students enough help in career decision making?

a) __________ yes

b) __________ no

c) __________ maybe

8.

8. Do you think your vocational education students need more help than they are presently receiving with:

a_____	___yes	___no	___maybe	a) Personal relationships with friends.
b_____	___yes	___no	___maybe	b) School courses
c_____	___yes	___no	___maybe	c) Family situations
d_____	___yes	___no	___maybe	d) Rules and regulations
e_____	___yes	___no	___maybe	e) Feelings about self
f_____	___yes	___no	___maybe	f) Physical appearance
g_____	___yes	___no	___maybe	g) Drugs and alcohol
h_____	___yes	___no	___maybe	h) Financial matters
i_____	___yes	___no	___maybe	i) Health information
j_____	___yes	___no	___maybe	j) Recreation
k_____	___yes	___no	___maybe	k) Job placement
l_____	___yes	___no	___maybe	l) College selection
m_____	___yes	___no	___maybe	m) Other _____________

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IN THIS BOX

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ID _ _ _ _ _ _ _ _

9. ___ ___

9. Which of the preceding questions do you think is most important to students:

___a ___b ___c ___d ___e ___f

___g ___h ___i ___j ___k ___l

___m

10. ____

10. In view of your present student load, how would you rate the amount of time you can give your vocational education students?

a)__________ good

b)__________ adequate

c)__________ less than adequate

11. ____

11. Do you think the counseling services for vocational education students in your area are:

a)__________good

b)__________fair

c)__________poor

d)__________uncertain

12.

12. Do you feel you have enough knowledge about the needs of the following groups of students:

a_____	___yes	___no	___maybe	a) Physically handicapped
b_____	___yes	___no	___maybe	b) Emotionally handicapped
c_____	___yes	___no	___maybe	c) Learning disabled
d_____	___yes	___no	___maybe	d) Minority groups
e_____	___yes	___no	___maybe	e) Women's concerns
f_____	___yes	___no	___maybe	f) Men's concerns
g_____	___yes	___no	___maybe	g) Disadvantaged

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13.

13. Would you be interested in learning more about the following areas:

a_____ ___yes ___no ___maybe a) Counseling Techniques.
b_____ ___yes ___no ___maybe b) Career decision making skills.
c_____ ___yes ___no ___maybe c) General decision making skills.
d_____ ___yes ___no ___maybe d) Consultation techniques.
e_____ ___yes ___no ___maybe e) Behavior management.
f_____ ___yes ___no ___maybe f) Knowledge of job market.
g_____ ___yes ___no ___maybe g) Community resources.

14. __ __ __

14. Which of the areas in the above question do you feel are most relevant to your needs? ____________________________.

15.

15. Would you be interested in attending any of the following in order to get the kinds of information listed in question 13.

a_____ ___yes ___no ___maybe a) University courses at the university.
b_____ ___yes ___no ___maybe b) Extension university courses (your geographic area).
c_____ ___yes ___no ___maybe c) In-service courses.
d_____ ___yes ___no ___maybe d) Workshops presented by professional organizations.
e_____ ___yes ___no ___maybe e) Workshops presented by a university in your area.

16. ___

16. Please check one of the following:

__________ I am male
__________ I am female

17. ___

17. Please check one of the following:

__________ I am Black.
__________ I am Hispanic.
__________ I am Asian.
__________ I am Caucasian.
__________ Other. ________________

APPENDIX II-C

DO NOT WRITE IN THIS BLOCK
ID _ _ _ _ _ _ _ _

Love-Richmond
Vocational Teacher Inventory
The Evening College of The Johns Hopkins University

DO NOT WRITE IN THIS BOX

We are very interested in assessing the needs of vocational education students and want your help.

Your input is very important and most appreciated.

This questionnaire will be completely anonymous.

1. ___

1. How are you feeling today?

a) __________ great

b) __________ average

c) __________ terrible

2. ___

2. Do you think that the majority of your vocational education students are in a job skill field that is appropriate for their ability?

a) __________ yes

b) __________ no

c) __________ don't know

3. ___

3. Do you think there are jobs for the majority of your students who graduate?

a) __________ yes

b) __________ no

c) __________ don't know

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4.
a_____
b_____
c_____
d_____
e_____

4. Who do you think were most influential in the majority of student's choice of job skill programs? Please rank order.

a) __________ parents

b) __________ teachers

c) __________ counselors

d) __________ peers

e) __________ other (who?) ____________________

5. ___

5. In making the choice of a job skill program, do you think the students receive enough help from the school?

a) __________ yes

b) __________ no

c) __________ don't know

6. ___

6. Who in the school could best provide additional help to the student in career decision making? Please check one.

a) __________ administrator

b) __________ teacher

c) __________ counselor

7. ___

7. Generally speaking do you think the counselor in your school is able to give the students enough help in career decision making?

a) __________ yes

b) __________ no

c) __________ maybe

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8.

8. Do you think your vocational education students need more help than they are presently receiving with:

a_____	___yes	___no	___maybe	a) Personal relationships with friends
b_____	___yes	___no	___maybe	b) School courses and grades
c_____	___yes	___no	___maybe	c) Family situations
d_____	___yes	___no	___maybe	d) Rules and regulations
e_____	___yes	___no	___maybe	e) Feelings about self
f_____	___yes	___no	___maybe	f) Physical appearance
g_____	___yes	___no	___maybe	g) Drugs and alcohol
h_____	___yes	___no	___maybe	h) Financial matters
i_____	___yes	___no	___maybe	i) Health information
j_____	___yes	___no	___maybe	j) Recreation
k_____	___yes	___no	___maybe	k) Job placement
l_____	___yes	___no	___maybe	l) College selection
m_____	___yes	___no	___maybe	m) Other _______________

9. _ _

9. Which of the above do you feel is most important to the student?

___a ___b ___c ___d ___e ___f ___g

___h ___i ___j ___k ___l ___m

10. ___

10. If the present counselor had more time, do you think he/she could help your students more?

a)__________ yes

b)__________ no

c)__________ maybe

11. ___

11. Do you think the counseling services for vocational education students in your school are:

a)__________ good

b)__________ fair

c)__________ poor

d)__________ uncertain

DO NOT WRITE
IN THIS BOX

12.

12. Do you feel you have enough knowledge about the needs of the following groups of students:

a_____	a) Physically handicapped	___yes	___no	___maybe
b_____	b) Emotionally handicapped	___yes	___no	___maybe
c_____	c) Learning disabled	___yes	___no	___maybe
d_____	d) Minority groups	___yes	___no	___maybe
e_____	e) Women's concerns	___yes	___no	___maybe
f_____	f) Men's concerns	___yes	___no	___maybe
g_____	g) Disadvantaged	___yes	___no	___maybe

13.

13. Do you think the counselors in your school have enough knowledge about the following:

a_____	a) Physically handicapped	___yes	___no	___maybe
b_____	b) Emotionally handicapped	___yes	___no	___maybe
c_____	c) Learning disabled	___yes	___no	___maybe
d_____	d) Minority groups	___yes	___no	___maybe
e_____	e) Women's concerns	___yes	___no	___maybe
f_____	f) Men's concerns	___yes	___no	___maybe
g_____	g) Disadvantaged	___yes	___no	___maybe

14. ___

14. Check one of the following:

__________ I am male

__________ I am female

15. ___

15. Check one of the following:

__________ I am Black

__________ I am Hispanic

__________ I am Asian

__________ I am Caucasian

__________ Other

Thank you so much.

Have a good day!!!

Student Questionnaire

The Evening College of The Johns Hopkins University

Hello. We need your help in finding out what's happening in vocational education. We would greatly appreciate your answering the following questions. Please put an "X" in front of the answer you choose.

1. How are you feeling today?

   a) __________ great
   b) __________ fair
   c) __________ terrible

2. How smart do you think you are?

   a) __________ very smart
   b) __________ average
   c) __________ low

3. What grade are you in? __________.

4. What course are you taking?

   a) __________ Vocational Technical
   b) __________ General Vocational
   c) __________ General (with shop courses)

5. If you could have any job you would like to have when you finish school, what job would it be? ______________________________________.

6. For what job are your courses training you? ____________________________

   ____

7. Are you satisfied with this choice? ______ yes ______ no

8. Who helped you most in choosing your job skill program?

a)__________ Parent

b)__________ Teacher

c)__________ Counselor

d)__________ Friend

e)__________ Other (Who?) ____.

9. In making the choice of this job skill, did you think you received enough help?

a)__________ yes

b)__________ no

c)__________ maybe

10. Do you think your counselor was able to give you enough help in choosing your courses?

a)__________ yes

b)__________ no

c)__________ don't know

11. Are there other decisions than job training that you would like a counselor to help you with?

a)__________ yes

b)__________ no

c)__________ maybe

12. Would you like help with your

___yes ___no ___maybe a) Personal relationships with friends

___yes ___no ___maybe b) School courses and grades

___yes ___no ___maybe c) Family situations

___yes ___no ___maybe d) Rules and regulations

___yes ___no ___maybe e) Feelings about yourself

___yes ___no ___maybe f) Physical appearance

___yes ___no ___maybe g) Drugs and alcohol

___yes ___no ___maybe h) Financial matters ___yes ___no ___maybe i) Health information

___yes ___no ___maybe j) Recreation

k) Other (What?)________________________

____.

13. Which of question 12 is most important to you? ____________________

____.

14. Do you think your counselor has enough time for you?

a)__________ yes

b)__________ no

c)__________ maybe

15. Please check one of these.

__________ I am a male.

__________ I am a female.

16. Please check one of these.

__________ I am Black.

__________ I am Hispanic.

__________ I am Asian.

__________ Other

17. My age is ______________.

APPENDIX II-E

Vocational Situation

John Holland, Ph.D.

Short-Form-Unpublished

Please circle True (T) or False (F).

1. I need reassurance that I have made the right choice of occupation. T F
2. I am concerned that my present interests may change over the years. T F
3. If I had to make an occupational choice right now, I am afraid I would make a bad choice. T F
4. I need to find out what kind of career I should follow. T F
5. Making up my mind about a career has been a long and difficult problem for me. T F
6. I am confused about the whole problem of deciding on a career. T F
7. I am not sure that my present occupational choice is right for me. T F
8. I am uncertain about the occupation I would enjoy. T F
9. I can't understand how some people can be so set about what they want to do. T F

Thank you for your help.

APPENDIX III-A

Counselor Questionnaire

Coding Sheet

_ _ 1. 01-University of Maryland College Park
02-University of Maryland Eastern Shore
03-University of Maryland Baltimore Co.
04-Morgan
05-Towson
06-Salisbury
07-Coppin
08-Bowie
09-Frostburg
10-Other-in-state
11-Out-of-state

_ 2. 1-1974-79
2-1969-73
3-Prior to 1969
4-not graduated

_ 3. 1-yes
2-no
3-maybe

_ 4. 1-yes
2-no
3-maybe

_ 5. 1-yes
2-no
3-maybe

_ 6. 1-yes
2-no
3-maybe

_ 7. 1-yes
2-no
3-maybe

8. omit

_ 9. 1-male
2-female

APPENDIX III-B

Vocational Teacher Questionnaire

Coding Sheet

_ _ 1.
01-University of Maryland College Park
02-University of Maryland Eastern Shore
03-University of Maryland Baltimore Co.
04-Morgan
05-Towson
06-Salisbury
07-Coppin
08-Bowie
09-Frostburg
10-Other State

_ 2.
1-1974-79
2-1969-73
3-prior to 1969
4-didn't graduate

_ 3.
1-yes
2-no

_ _ 4.
1-Ph.D.
2-M.S.
3-M.Ed.
4-M.A.
5-Other

1-Administrator
2-Counselor
3-Reading or Elementary Ed.
4-Subject Area (vo-tech)
5-Subject Area (other)
6-Other

_ 5.
1-yes
2-no

_ 6.
1-yes
2-no
3-maybe

_ 7.
1-yes
2-no
3-maybe

_ 8.
1-yes
2-no
3-maybe

_ 9.
1-yes
2-no
3-maybe

10. omit

_ 11.
1-male
2-female

2

(LEA-See Appendix III-H)

Supervisor of Guidance Questionnaire

4 1. uncoded

5 2. uncoded

6,7,8 _ _ _ 3. How many guidance counselors?

9,10 _ _
a-number of males in vo-tech center
b-number of females in vo-tech center

11 _ 4. Do you think vocational students have special needs?
1-yes
2-no

12,13 _ _ _ 5. If special
14
1-In the area of image or lower self-concept
2-Because of immediate job attainment
3-Negative image projected by parents
4-Negative image projected by teachers
5-Other

15 _ 6. Do you think counselors are aware of national labor market trends?
1-yes
2-no
3-not enough

16 _ 7. Do they need to be aware of national labor trends?
1-yes
2-no
3-more aware

17 _ 8. Are they aware of local job market?
1-yes
2-no
3-not enough

18 _ 9. Do they need to be aware?
1-yes
2-no
3-don't know

19,20 _ _ _ 10. How could they become aware?
21
1-State Dept. - Dept. of Human Resources collaborates with updated lists to LEA
2-Computer guidance systems
3-Funds for local and regional studies
4-Aids and/or paraprofessionals gathering data for career centers
5-Other

22 _ 11. To what degree are counselors aware of aims and goals of Vocational education?
1-very much
2-somewhat
3-not at all or very little
4-I don't know

23 _ 12. Do you expect growth in your county?
1-yes
2-no

24 _ 13. Who does vocational guidance?
1-Vocational counselors
2-All counselors
3-Counselors and teachers
4-Counselors, aides and teachers
5-Teachers only
6-Entire staff
7-Other

25 _ 14. Are the vocational counselors on your staff well enough trained in the area of vocational guidance?
1-yes
2-no
3-I don't know

26 _ 15. Should counselors have hands-on experience?
1-yes
2-no
3-I don't know

27,28 _ _ _ 16. Vocational counselors should have more training in:
29
1-Intern in vocational technical center
2-Hands-on during college
3-Hands-on during summer
4-Visits to vocational technical center
5-Other
6-Multiple answer

1

(LEA-See Appendix III-D)

Supervisor of Vocational Education Questionnaire

4 _ 1. uncoded

5 _ 2. uncoded

6,7, ___ 3. How many vocational education teachers?
8

9 _ 4. Do you think vocational students have special needs?
1-yes
2-no

10,11, ___ 5. If special,
12
1-in the area of image or lower self-concept
2-because of immediate job attainment
3-negative image projected by parents
4-negative image projected by teachers
5-other

13 _ 6. Do you think counselors are aware of national labor market trends?
1-yes
2-no
3-not enough

14 _ 7. Do they need to be aware?
1-yes
2-no
3-more aware

15 _ 8. Are they aware of local job market?
1-yes
2-no
3-not enough

16 _ 9. Do they need to be aware?
1-yes
2-no
3-more aware

17,18, _ _ _ 10. How could they become aware?
19 1-State Dept. and Dept. of Human Resources collaborate with updated lists to LEA
2-Computer guidance systems
3-Funds for local and regional studies
4-Aides and/or paraprofessionals gathering data for career centers

20 _ 11. To what degree are counselors aware of aims and goals of vocational education?
1-very much
2-somewhat
3-not at all
4-I don't know

21 _ 12. Do you expect growth in your county?
1-yes
2-no

22 _ 13. Who does vocational guidance?
1-Vocational Counselor
2-All counselors
3-Counselors and teachers
4-Counselors, aides and teachers
5-Teachers only
6-Entire staff
7-Other

23 _ 14. Are the people on your staff well enough trained in the area of vocational guidance?
1-yes
2-no
3-I don't know

24 _ 15a. Should counselors have hands-on experience?
1-yes
2-no
3-I don't know

25,26, _ _ 15b. Vocational counselors should have more training in
27 1-Intern in vocational technical centers
2-Hands-on during college
3-Hands-on during summer
4-Visits to vocational technical centers
5-Other
6-Multiple answer

28,29, _ _ _ 16. Do you think teachers need training in
30
1-human relations
2-teaching methodology
3-curriculum
4-written communication
5-understanding individual growth and development
6-all of the above
7-other

31 _ 17. Does the 18 hour program at University of Maryland meet the needs of your teachers?
1-yes
2-no

32 _ 18. Are special education students placed in vocational education?
1-yes
2-no
3-some

33 _ 19. Are your vocational education programs the same as list A?
1-yes
2-no
If no, what?______________________________________

34 _ 20. Do you expect to add new vocational education programs in the next few years?
1-yes
2-no
3-not sure
If so, what____

Love-Richmond

Vocational Student Inventory

Coding Sheet

Space	Question	Answer
1	ID	1 = Student
2		1 = Allegany 2 = Baltimore City 3 = Caroline 4 = Carroll 5 = Charles 6 = Somerset
3-4		School Name (see Appendix III-I)
5		1 = Vocational High School 2 = Comprehensive 3 = General 4 = Comprehensive/Vocational-Technical
6-9		Student Personal Number 0001 - 0002, ...
10	1	1 = great 2 = average 3 = terrible
11-12	2	School Name
13-14	3	09 10 11 12
15	4	1 = yes 2 = no
16-18	5	000, 001, ... (see Appendix III-J
19	6	1 = yes 2 = no 3 = In doubt, not sure, maybe
20	7	1 = choice 2 = counselor or principal 3 = parents 4 = none

Space	Question	Answer
21	8	1 = unskilled labor ex: lifting 2 = semi-skilled ex: truck driver 3 = skilled labor ex: auto mechanic 4 = business and office practice 5 = self-employed owner 6 = artistic ex: writing, drawing, music 7 = professionals 8 = athlete 9 = agriculture (farmer)
22	8	1 = realistic* 2 = unrealistic*
23	9	1 = unskilled labor ex: lifting 2 = semi-skilled labor ex: truck driver 3 = skilled labor ex: auto mechanic 4 = business and office practice 5 = self-employed owner 6 = artistic ex: writing, drawing, music 7 = professionals 8 = athlete 9 = agriculture (farmer)
24	10	1 = yes 2 = no 3 = not sure
25	11	1 = parent 2 = teacher 3 = counselor 4 = friend 5 = brother or sister 6 = myself 7 = other 8 = chose more than one

*Coder made a judgment based on responses to Questions Five and Nine compared to Question 8 (see Love-Richmond Vocational Student Inventory, Appendix II-A).

Space	Question	Answer
26	12	1 = yes 2 = no 3 = don't know
27	13	1 = yes 2 = no 3 = don't know
28	14	1 = yes 2 = no 3 = maybe
29-41	15	1 = yes 2 = no 3 = maybe
42-43	16	01 = a 02 = b 03 = c 04 = d 05 = e 06 = f 07 = g 08 = h 09 = i 10 = j 11 = k 12 = l 13 = m 14 = more than one
44	17	1 = yes 2 = no 3 = maybe
45	18	1 = good 2 = average 3 = poor
46	19	1 = male 2 = female
47	20	1 = Black 2 = Hispanic 3 = Asian 4 = Caucasian 5 = other
48-49	21	copy age
50	22	1 = work 2 = college 3 = college and work 4 = military 5 = other 6 = I don't know or checked more than one

APPENDIX III-[illegible]

Love-Richmond Inventory

Counselor Inventory Coding Sheet

Space	Question	Answer
1	Inventory Identification	2 = Counselor
2	Local Education Agency	1 = Allegany County 2 = Baltimore City 3 = Caroline County 4 = Carroll County 5 = Charles County 6 = Somerset County
3,4	School Name	(See Appendix III-I)
5	Kind of School	1 = Vocational Technical 2 = Comprehensive 3 = General Vocational 4 = Comprehensive/Vocational
6,7,8	Personal Identification	001, 002, 003, ...
9	1	1 = great 2 = average 3 = terrible
10	2	1 = yes 2 = no 3 = don't know
11	3	1 = yes 2 = no 3 = don't know
12-16	4	put in rank order
17	5	1 = yes 2 = no 3 = don't know
18	6	1 = administrator 2 = teacher 3 = counselor 4 = not sure
19	7	1 = yes 2 = no 3 = maybe
20-32	8	1 = yes 2 = no 3 = maybe

Space	Question	Answer
33,34	9	01 = a 02 = b 03 = c 04 = d 05 = e 06 = f 07 = g 08 = h 09 = i 10 = j 11 = k 12 = l 13 = m 14 = multiple answers
35	10	1 = good 2 = adequate 3 = less than adequate
36	11	1 = good 2 = fair 3 = poor 4 = uncertain
37-43	12	1 = yes 2 = no 3 = maybe
44-50	13	1 = yes 2 = no 3 = maybe
51-53	14	1 = counseling 2 = career decision 3 = general decision 4 = consultation 5 = behavior management 6 = job market 7 = community resources (Code in up to 3 responses)
54-58	15	1 = yes 2 = no 3 = maybe
59	16	1 = male 2 = female
60	17	1 = Black 2 = Hispanic 3 = Asian 4 = Caucasian 5 = other

APPENDIX III-[illegible]

Love-Richmond
Vocational Teacher Inventory
Coding Sheet

Space	Question	Answer
1	Inventory Identification	3 = Teacher
2	Local Education Agency	1 = Allegany 2 = Baltimore City 3 = Caroline 4 = Carroll 5 = Charles 6 = Somerset
3,4	School Name	(See Appendix III-I)
5	Kind of School	1 = Vocational High School 2 = Comprehensive 3 = General 4 = Comprehensive/Vocational-Technical
6-8		001, 002, 003, ...

9	1	1 = great 2 = average 3 = terrible
10	2	1 = yes 2 = no 3 = don't know
11	3	1 = yes 2 = no 3 = don't know
12-16	4	put in rank order
17	5	1 = yes 2 = no 3 = don't know
18	6	1 = administrator 2 = teacher 3 = counselor
19	7	1 = yes 2 = no 3 = don't know

Space	Question	Answer
26-32	8	1 = yes 2 = no 3 = maybe
33,34	9	01 = a 02 = b 03 = c 04 = d 05 = e 06 = f 07 = g 08 = h 09 = i 10 = j 11 = k 12 = l 13 = m 14 = more than one (write out)
35	10	1 = yes 2 = no 3 = maybe
36	11	1 = good 2 = fair 3 = poor 4 = uncertain
37-43	12	1 = yes 2 = no 3 = maybe
44-50	13	1 = yes 2 = no 3 = maybe
51	14	1 = male 2 = female
52	15	1 = Black 2 = Spanish 3 = Asian 4 = Caucasian 5 = other

APPENDIX III-H

County Coding Sheet

01	Allegany
02	Baltimore City
03	Caroline
04	Carroll
05	Charles
06	Somerset
07	Worcester
08	Anne Arundel
09	Baltimore County
10	Calvert
11	Cecil
12	Dorchester
13	Frederick
14	Garrett
15	Harford
16	Howard
17	Kent
18	Montgomery
19	Prince George's
20	Queen Anne's
21	St. Mary's
22	Talbot
23	Washington
24	Wicomico

Public School Coding Sheet

ALLEGANY COUNTY

11. Allegany Vocational Technical Center

BALTIMORE CITY

21. Carver - Vocational Technical
22. Northern - Comprehensive
23. Northwestern - Comprehensive
24. Mergenthaler - Vocational Technical
25. Lake Clifton - Comprehensive
26. Southwestern - Comprehensive
27. Houston-Woods - General Vocational

CAROLINE COUNTY

31. North Caroline High School - Comprehensive
32. Colonel Richardson - Comprehensive

CARROLL COUNTY

41. Westminster High School - Comprehensive
42. North Carroll High - Comprehensive
43. South Carroll High - Comprehensive
44. Francis Scott Key - Comprehensive

CHARLES COUNTY

51. Lackey - Comprehensive
52. Thomas Stone - Comprehensive
53. McDonough - Comprehensive
54. LaPlata High School - Comprehensive

SOMERSET COUNTY

61. Tawes Vocational Education Center

APPENDIX III-F

Skills Program Coding Sheet

000	don't know or unknown
001	agricultural production
002	air conditioning
003	air conditioning/refrigeration
004	auto mechanics
005	auto service station attendant
006	air conditioning, heating, plumbing, electricity
007	baker
008	barbering
009	blueprint reading
010	body fender
052	bookkeeping
039	business
012	business machine maintenance
013	building and ground management
014	commercial skills (business)
015	combination welding
016	commercial arts
017	construction maintenance
018	comprehensive homemaking
019	cosmetology
020	care and guidance of children
021	carpentry
024	clerk typists
011	data processing/computer
030	diesel mechanic
031	drafting
032	drycleaning
033	electricity
034	electronics occupations
035	electrical appliances
036	electrical occupations
037	electronic technology
081	exploratory
040	floor covering
041	food production service
043	general merchandise
044	graphic arts
045	guidance counseling
047	health occupations
048	home equipment service
060	horticulture
083	industrial arts
049	industrial electronics
050	industrial sewing
086	industrial technology
051	maintenance mechanics
052	billing/bookkeeper/machine operator
053	machine tool operation
054	millwork cabinet
055	machine shop
056	masonry
057	marine culture and harvest
085	materials handling
058	needle trades
059	nursing assistance
042	office clerks
039	office machine
060	ornamental horticulture
061	occupational home economics
062	painting/decorating
063	packaging mechanics
064	plumbing/pipefitting
065	practical nursing
089	printing/vocational publishing
066	quantity food
067	radio and TV repairs
068	sheet metal welding
069	shoe repair
070	small engine mechanics
072	stenographers/secretary
075	tailoring
087	textiles
076	vocational agricultural production
077	vocational evaluation
078	upholstering
079	welding and cutting
080	work study
082	work attitudes
090	academic program

Appendix IV-A

ATTENDEES AT DISSEMINATION CONFERENCE

NAME	ORGANIZATION	COUNTY
Mary K. Albrittain	MSDE	--
John M. Belcher	Carver Vo-Tech	Baltimore City
Mrs. Prima-Lee Bryson	Morgan State University	Baltimore City
Sharon Chilcoat	Carroll Co. Vo-Tech	Carroll County
Dr. Geneva Ely-Flickinger	Towson State University	Baltimore County
Patricia Flynn, S.S.N.D.	Notre Dame Preparatory	Baltimore County
Gerald Frisby	MSDE	--
Earl Gerber	Southwestern High	Baltimore City
Jan Groebel	Dundalk Community College	Baltimore County
Claire Helm	Catholic Schools Office	Washington, D.C.
Ivar D. Holmberg	U of Md. Eastern Shore	Somerset County
Mary M. Horenkamp	N. Arundel Hospital	Anne Arundel County
John R. Kane	Mt. St. Joseph's School	Baltimore City
Dr. Darryl Laramore	Mtg. County Public Schools	Montgomery County
Rev. E. Neil Magnus	Mt. St. Joseph's School	Baltimore City
Dr. Donald Maley	U of Md. College Park	Prince George's
George Malless	MSDE	--
Charles Marzen	Board of Education	Harford County
Walter Mictus	U of Md. College Park	Prince George's
A. Thomas Oyster	Board of Education	Washington County
Robert Pender	Board of Education	Charles County
Florence E. Petroski	North Caroline High	Caroline County
Joseph Press	Southwestern High	Baltimore City
Iris Reeves	Offc. of Student Placement	Baltimore City
Robert Resinger	U of Md. College Park	Prince George's
Charles Sanders	Coppin State College	Baltimore City
John Smigo	Board of Education	Queen Anne's County
M. Rogers Smith	Board of Education	Queen Anne's County
Dolores Snyder	Board of Education	Carroll County
Arnold Spokane	U of Md. College Park	Prince George's
C. Michael Sweeney	Board of Education	Washington County
Dr. Benjamin Whitten	Balto. City Public Schools	Baltimore City
Emma Williams	Board of Education	Baltimore County
Dr. Herma Williams	Morgan State University	Baltimore City